### Articles ✨ Deafness and Deaf Issues

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Pages</th>
<th>Abstract</th>
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</thead>
<tbody>
<tr>
<td>Jones, Liz</td>
<td>Being deaf is who I am</td>
<td>Action on Hearing Loss Magazine</td>
<td>Oct/Nov 2012</td>
<td>p16-20</td>
<td>Journalist Liz Jones struggled with hearing loss most of her life. Her article deals with how she copes with life as a deaf person and her uneasy relationship with new hearing aids.</td>
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<tr>
<td>Swinbourne, Charlie</td>
<td>How was your day at the office?</td>
<td>Action on Hearing Loss Magazine</td>
<td>Oct/Nov 2012</td>
<td>p28-30</td>
<td>Looks at how well office life works out for people with hearing loss and how to tackle the professional and social pitfalls.</td>
</tr>
<tr>
<td>Moeller, Mary Pat &amp; Schick, Brenda</td>
<td>Relations between maternal input and theory of mind understanding in deaf children</td>
<td>Child Development</td>
<td>May/Jun 2006</td>
<td>Vol 77 (3), p751-766</td>
<td>Research into deaf children’s relationship with their mothers and how it affects how they are able to distinguish between their own beliefs and knowledge and what other people believe or think.</td>
</tr>
<tr>
<td>Keating, Elizabeth &amp; Mirus, Gene</td>
<td>Signing in the car: some issues in language and context</td>
<td>Deaf Worlds</td>
<td>2004</td>
<td>Vol 20 (3), p264-273</td>
<td>Discusses the impact of context on language, specifically the constraints and adaptations required for communicating whilst driving or as a passenger.</td>
</tr>
</tbody>
</table>
Eckhardt, Elizabeth A; Goldstein, Marjorie F; Montoya, Louise A; Steinberg, Annie
Psychiatric diagnosis in a deaf sample using an American Sign Language version of the diagnostic interview schedule-IV
A comparative study of the use of a computerised ASL version of a standard test to aid diagnosis of mental health problems.

Jones, Sue
Structure and agency in deafness discourse: binaries of power
*Deaf Worlds*, 2006, Vol 22 (2), p49-71
A critique of the current social structure in the UK in relation to deaf and hearing cultures.

Austen, Sally
Snap-shot of deafness and mental health
*Deaf Worlds*, 2006, Vol 22 (2), pS85-S90
Key questions arising from the diagnosis and treatment of Deaf sign language users with mental health problems.

Turner, Graham H
"I'll tell you later": On institutional audism
*Deaf Worlds*, 2006, Vol 22 (3), p50-70
Deaf employees describe the discrimination and negativity experienced in the workplace. The authors draw comparisons with institutional racism and make recommendations for change.

McQuillan, Lucy & Atherton, Martin
Sibling relationships in a mixed deaf/hearing family
The experience of one hearing sibling's relationship with her deaf sister and how that impacted on her childhood.

Rogers, Katherine D; Coyne, Sarah M; Bale, Christopher
Effect of early communication on the self-esteem of deaf people
*Deaf Worlds*, 2007, Vol 23 (1), p44-65
A study by psychologists to find out if the self esteem of deaf adults was affected by their early communication modes at school and at home.

Kent, Sarah A & Knight, Eve S
Predicting mental health in deaf children: a review of attachment and culture
*Deaf Worlds*, 2007, Vol 23 (2&3), p118-134
A literature review on the effect of early attachment, communication and deaf culture have on the development of mental problems.
On deaf professionals in management: exploring the implications of the glass ceiling


A literature review of the effect that deafness has on the career prospects of deaf people in managerial roles.

Resilience and deaf children: a literature review


Reviews the literature on the mechanisms people have to cope with stress or trauma and relates this to deaf children.

Deafness, teacher-of-the-deaf support and self-concept in Australian deaf students


Looks at how deaf children's concept of self is affected by several variables such as age of diagnosis, degree of hearing loss and frequency of visits by teachers of the deaf.

Psychological adjustment and emotional well-being of hearing siblings of children who are deaf or hard of hearing in Cyprus


Looks at the quality of relationships between hearing and deaf siblings.

Mental health of Australian deaf adolescents: an investigation using an Auslan version of the strengths and difficulties questionnaire


A mental health questionnaire was presented in Auslan to deaf young people in New South Wales and Tasmania. Responses were also gained from teachers and parents. This study looks closely at the gathering of the data and the validity of such tests.

Can routinely collected early intervention data for deaf and hard-of-hearing children be used for outcome monitoring? A case example from British


Looks at the possibility of using data collected by various early intervention programmes to evaluate the long term effectiveness of the system.

Parent perceptions of children's leisure and the risk of damaging noise exposure


A study of parental attitudes to the health risks posed, by leisure activities, to their child's hearing.
Articles ✷ Deafness and Deaf Issues

Simpson, Andrea; Stewart, Lauryn; Douglas, Jacinta

Plan(ner) is always changing: self-directed funding for children with hearing loss

Discusses the Australian system of allocating money to individuals for disability support.

Hutchins, Tiffany L; Allen, Lyndsey; Schefer, Maggie

Using the theory of mind inventory to detect a broad range of theory of mind challenges in children with hearing loss: a pilot study

A method of measuring theory of mind skills in children who are deaf.

Simpson, Andrea & Baldwin, Elizabeth Margaret

Googling NDIS: evaluating the quality of online information about the National Disability Insurance Scheme for caregivers of deaf children

Evaluating the online information about the Australian system of allocating money to individuals for disability support.

Cambra, Cristina

Feelings and emotions in deaf adolescents

A study of deaf and hearing teenagers to compare their emotional lives.

Forrest, Margaret E S

Communicating with deaf people: deaf awareness for librarians

Looks at how library staff can approach deaf awareness.

Williams, Cyril E

Some psychiatric observations on a group of maladjusted deaf children

A special school in England is the setting for a study into the mental health of deaf children with emotional problems.

Weisel, Amatzia & Kamara, Ahiya

Attachment and individuation of deaf/hard-of-hearing and hearing young adults

Explores the development of children in their personal relationships, comparing deaf and hearing children.
Predicting career development in hard-of-hearing adolescents in Australia


A study of a group of hearing impaired students in mainstream compared with a matched group of hearing students looking at their attitudes to and knowledge of careers.

Ethical reasoning and mental health services with deaf clients


Explores some ethical dilemmas faced by mental health practitioners when dealing with clients who are deaf.

Designing deaf babies and the question of disability


Article exploring the furore caused by a Deaf homosexual couple's search for a deaf sperm donor. The reasons and background behind this type of decision are explained and debated.

Violent offenders in a deaf prison population


A look at the statistics of prison populations and the incidence of deaf prisoners involved in violent offenses. Study based on information gathered in Texas, USA.

Models of deafness: cochlear implants in the Australian daily press


Looks at the general media perception and portrayal of deafness and cochlear implant issues.

How many deaf people are there in the United States? Estimates from the Survey of Income and Program Participation


A review of the statistics collected by the Survey of Income and Program Participation (SIPP).

Career barriers perceived by hard-of-hearing adolescents: implications for practice from a mixed-methods study


Looks at the perception of deaf students in mainstream schools of their career prospects and barriers to gaining employment.
Guest, Claire M; Collis, Glyn M; McNicholas, June

**Hearing dogs: a longitudinal study of social and psychological effects on deaf and hard-of-hearing recipients**


A study of deaf people's improvement of social and psychological wellbeing after receiving an assistance dog.

Black, Patricia A & Glickman, Neil S

**Demographics, psychiatric diagnoses and other characteristics of North American Deaf and hard-of-hearing inpatients**


A study of deaf people who have severe and/or chronic mental health problems. It compares the diagnosis of hearing and deaf inpatients in one hospital in the US.

de Bruin, Ed & Brugmans, Petra

**Psychotherapist and the sign language interpreter**


A Dutch study into the use of interpreters in mental health settings.

Kent, Bruce & Smith, Sandra

**They only see it when the sun shines in my ears: exploring perceptions of adolescent hearing aid users**


A study of the perceptions of hard-of-hearing adolescents in mainstream education towards their hearing aids.

Hintermair, Manfred

**Parental resources, parental stress and socioemotional development of deaf and hard of hearing children**


A study of the links between the stress experienced by parents and the emotional and social problems of their deaf children.

Kvam, Marit H; Loeb, Mitchell; Tambs, Kristian

**Mental health in deaf adults: symptoms of anxiety and depression among hearing and deaf individuals**


Reports on a comparative survey of deaf and hearing adults in Norway on mental health problems.

Glickman, Neil

**Do you hear voices? Problems in assessment of mental status in deaf persons with severe language deprivation**


This article examines some of the problems associated with the psychiatric evaluation of deaf people who have very limited language.
Cochlear implants: the young people’s perspective

Wheeler, Alexandra ... [et al]

A survey of the first cohort of young people to have grown up using cochlear implants along with more recent implantees, aged 13-17. Respondents were asked about their attitudes to the device, to education, communication and deaf identity.

Intelligence, parental depression, and behavior adaptability in deaf children being considered for cochlear implantation

Kushalnagar, Poorna ... [et al]

Looks at the role of the parent-child relationship as a factor in the success of cochlear implantation. Early access to visual communication from the parent(s) is seen as important for the subsequent success of a cochlear implant.

Deaf college students' perceptions of their socio-emotional adjustment

Lukomski, Jennifer

Comparison of deaf and hearing students' self-assessment of their social and emotional wellbeing during transition from school to college.

Career and workplace experiences of Australian university graduates who are deaf or hard-of-hearing

Punch, Renee; Hyde, Merv; Power, Des

Results of a study on deaf students and their experiences of employment and career progression after leaving university.

Representations of sound in American deaf literature

Rosen, Russell S

Discusses the topic of deafness in American literature by both hearing and deaf authors with specific reference to the description of sound.

Hyperlink format, categorization abilities and memory span as contributors to deaf users hypertext access

Farjardo, Inmaculada; Arfé, Barbara; Benedetti, Patrizia; Altoé, Gianmarco

Deaf and hearing students were compared in the use of graphical and textual links such as those used on the web.

Self-esteem and satisfaction with life of deaf and hard of hearing people: a resource-oriented approach to identity work

Hintermair, Manfred

A questionnaire study of concentrating on the self-esteem of deaf people.
Articles ✿ Deafness and Deaf Issues

Munro, L; Knox, M; Lowe, R
Exploring the potential of constructionist therapy: Deaf clients, hearing therapists and a reflecting team
Techniques for hearing psychotherapists who work with deaf clients.

Brunnberg, Elinor; Boström, Margareta Lindén; Berglund, Mats
Self-rated mental health, school adjustment, and substance use in hard-of-hearing adolescents
Study of mental health and substance abuse among young people who are hard of hearing in Sweden.

Titus, Janet C; Schiller, James A; Guthmann, Debra
Characteristics of youths with hearing loss admitted to substance abuse treatment
Profiles deaf young people admitted to substance abuse treatment centres.

Cinamon, Rachel Gali; Most, Tova; Michael, Rinat
Role salience and anticipated work-family relations among young adults with and without hearing loss
Looks at the social status and self-image of young deaf people in relation to employment and their family lives.

Wilson, Jaime A B & Wells, M Gawain
Telehealth and the deaf: a comparison study
Use of telecommunications/video conferencing to deliver mental health care to deaf people.

Parault, Susan J & Williams, Heather M
Reading motivation, reading amount, and text comprehension in deaf and hearing adults
A study of the reading motivation, reading amount and comprehension of deaf and hearing adults.

Baines, Di; Patterson, Neil; Austen, Sally
Investigation into the length of hospital stay for deaf mental health service users
Looks at how much the duration of a hospital stay for deaf psychiatric patients is determined by their deafness. Improved community support services for deaf people are recommended to help reduce hospital stays for this group.

Scottish Sensory Centre
Articles ✿ Deafness and Deaf Issues

Gerich, Joachim & Fellinger, Johannes
Effects of social networks on the quality of life in an elder and middle-aged deaf community sample
Asks whether the balance of deaf and hearing friends of deaf people has an effect on the quality of life and how their social networks contribute to this.

Garnefski, Nadia & Kraaij, Vivian
Effects of a cognitive behavioral self-help program on emotional problems for people with acquired hearing loss: a randomized controlled trial
*Journal of Deaf Studies and Deaf Education*, Winter 2012, Vol 17 (1), p75-84
People who have acquired a hearing loss after the age of 18 with symptoms of depression were studied to explore the effects of a trial self help programme.

Albertini, John A; Kelly, Ronald R; Matchett, Mary Karol
Personal factors that influence deaf college students' academic success
Setting aside academic preparation for entry to college, this study looks at the personal attributes and skills of successful deaf students.

Matthijs, Liesbeth ... [et al]
First information parents receive after UNHS detection of their baby’s hearing loss
*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p387-401
A Flemish study of the information given to parents at time of diagnosis and how this information reflects a service provider’s bias.

VanDam, Mark; Ambrose, Sophie E; Moeller, Mary Pat
Quantity of parental language in the home environments of hard-of-hearing 2-year-olds
*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p402-420
A study of deaf children's exposure to conversation from the adults in their households. Talkative parents provide more opportunities for language development.

Wolters, Nina; Knoors, Harry; Cillessen, Antonius H N; Verhoeven, Ludo
Impact of peer and teacher relations on deaf early adolescents' well-being: comparisons before and after a major school transition
*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p463-482
A study of the well-being of deaf children during the transition from primary to secondary schools. Gender of the pupils is considered.

Michael, Rinat; Most, Tova; Cinamon, Rachel Gali
Contribution of perceived parental support to the career self-efficacy of deaf, hard-of-hearing, and hearing adolescents
*Journal of Deaf Studies and Deaf Education*, July 2013, Vol 18 (3), p329-343
Explores how well deaf young people manage gaining employment and career development and how that relates to the level of support received from their families.

Scottish Sensory Centre
Moeller, Mary Pat

**Best practices in family-centered early intervention for children who are deaf or hard of hearing: an international consensus statement**

A diverse panel of experts convened to come to a consensus on essential principles that guide family-centred early intervention with children who are deaf. Panel members reported that the implementation of family-centred principles was inconsistent in their respective nations. During the consensus meeting, they agreed upon 10 foundational principles.

Macaulay, Catrin E & Ford, Ruth M

**Family influences on the cognitive development of profoundly deaf children: exploring the effects of socioeconomic status and siblings**
*Journal of Deaf Studies and Deaf Education*, October 2013, Vol 18 (4), p545-562

Evaluated the cognitive development of 48 profoundly deaf children from hearing families and relating it to family socioeconomic status and number of siblings.

Cupples, Linda ... [et al]

**Outcomes of 3-year-old children with hearing loss and different types of additional disabilities**

Part of a larger longitudinal study of deaf children in Australia, this paper sets out the speech & language and auditory outcomes for deaf children with additional disabilities.

Wiley, Susan; Gustafson, Samantha; Rozniak, Justin

**Needs of parents of children who are deaf/hard of hearing with autism spectrum disorder**

Parents of deaf children with autism were asked about the diagnosis of autism spectrum disorder in their children and support they received.

Garberoglio, Carrie Lou; Cawthon, Stephanie W; Bond, Mark

**Assessing English literacy as a predictor of postschool outcomes in the lives of deaf individuals**

Looks at how literacy levels affect the lives of deaf people once they leave compulsory education.

Sarant, Julia & Garrard, Philippa

**Parenting stress in parents of children with cochlear implants: relationships among parent stress, child language, and unilateral versus bilateral**

Looks at the stress levels in parents of children who have cochlear implants compared with parents of children who have no disabilities.

Poon, Brenda T & Zaidman-Zait, Anat

**Social support for parents of deaf children: moving toward contextualized understanding**

A review of the literature relating to the social support required by hearing parents of deaf children.
It is not just stress: parent personality in raising a deaf child
This study looked at parent's personalities and stress factors and how this manifests in their deaf children's behaviour.

Cochlear implantation among deaf children with additional disabilities: parental perceptions of benefits, challenges, and service provision
*Journal of Deaf Studies and Deaf Education*, Jan 2015, Vol 20 (1), p41-50
Reassesses the value of cochlear implants for children with additional disabilities to families.

Nature of parent support provided by parent mentors for families with deaf/hard-of-hearing children: voices from the start
Looks at the unique type of support that parents of deaf children can provide to other families with newly diagnosed children.

Mental health of deaf and hard-of-hearing adolescents: what the students say
*Journal of Deaf Studies and Deaf Education*, Jan 2015, Vol 20 (1), p75-81
This study investigated the mental health problems of 89 deaf and hard of hearing adolescents with a range of communication modes.

Alcohol use among students with and without hearing loss
*Journal of Deaf Studies and Deaf Education*, Jan 2015, Vol 20 (1), p82-90
This study looked at the age and level of alcohol use among deaf young people.

Alignment of single-case design (SCD) research with individuals who are deaf or hard of hearing with the what works clearinghouse standards for SCD
Looks at the methodology for applying single case study methods to research involving deaf individuals.

Self-reports versus parental perceptions of health-related quality of life among deaf children and adolescents
A study compared parents and deaf children's perceptions of the deaf child's health.
Øhre, Beate; Uthus, Mette Perly; von Tetzchner, Stephen; Falkum, Erik

**Traumatization in deaf and hard-of-hearing adult psychiatric outpatients**

Looks at how finding out about traumatic events in a person's life can be helpful in diagnosing and treating mental health problems.

Zaidman-Zait, Anat ... [et al]

**Impact of childhood hearing loss on the family: mothers' and fathers’ stress and coping resources**
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p23-33

Looks at the role of support systems, gender and cultural background in how parents of deaf children deal with the challenges posed by the hearing loss.

Fitzpatrick, Elizabeth ... [et al]

**Children with mild bilateral and unilateral hearing loss: parents’ reflections on experiences and outcomes**
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p34-43

Parents of children with mild hearing loss identified by new-born screening initiatives were asked about their experiences.

Niclasen, Janni & Dammeyer, Jesper

**Psychometric properties of the strengths and difficulties questionnaire and mental health problems among children with hearing loss**

Looks at the efficacy of a general test to screen mental health problems in children when it is applied to children who are deaf.

Peterson, Candida C

**Empathy and theory of mind in deaf and hearing children**

Deaf children's understanding of theory of mind and empathetic traits were assessed and compared.

Szarkowski, Amy & Brice, Patrick J

**Hearing parents’ appraisals of parenting a deaf or hard-of-hearing child: application of a positive psychology framework**

A survey of parents' positive experiences of bringing up children who are deaf.

Laugen, Nina J; Jacobsen, Karl H; Rieffe, Carolien; Wichstrøm, Lars

**Predictors of psychosocial outcomes in hard-of-hearing preschool children**

Looks at potential triggers of mental health problems in children who have mild to moderate hearing loss.
Articles ₪ Deafness and Deaf Issues

- **Torres, Jesús; Saldaña, David; Rodríguez-Ortiz, Isabel R**
  **Social information processing in deaf adolescents**
  Looks at the processing of social cues amongst young people who are deaf.

- **Mekonnen, Mulat; Hannu, Savolainen; Elina, Lehtomäki; Matti, Kuorelahti**
  **Self-concept of deaf/hard-of-hearing and hearing students**
  *Journal of Deaf Studies and Deaf Education*, October 2016, Vol 21 (4), p345-351
  Study of 103 students in Ethiopia comparing the self esteem of deaf children with their hearing peers.

- **Hyoguchi, Naomi; Kobayashi, Daisuke; Kubota, Toshio; Shimazoe, Takao**
  **Effects on deaf patients of medication education by pharmacists**
  Deaf and hard of hearing patients were given lectures in medication use to try to improve understanding of their medications.

- **Øhre, Beate; Volden, Maj; Falkum, Erik; von Tetzchner, Stephen**
  **Mental disorders in deaf and hard of hearing adult outpatients: a comparison of linguistic subgroups**
  *Journal of Deaf Studies and Deaf Education*, January 2017, Vol 22 (1), p105-117
  Deaf people were studied to see any correlation between linguistic preferences and their mental health problems.

- **Anderson, Melissa L; Craig, Kelly S Wolf; Ziedonis, Douglas M**
  **Barriers and facilitators to deaf trauma survivors’ help-seeking behavior: lessons for behavioral clinical trials research**
  *Journal of Deaf Studies and Deaf Education*, January 2017, Vol 22 (1), p118-130
  Looked at how deaf people seek mental health help.

- **Marschark, Marc ... [et al]**
  **Social maturity and executive function among deaf learners**
  College students and high school students were measured on emotional maturity scales and cochlear implant users with non-users were compared.

- **Eschenbeck, Heike ... [et al]**
  **Daily stress, hearing-specific stress and coping: self-reports from deaf or hard of hearing children and children with auditory processing disorder**
  Looks at how different types of stress are processed by children who are deaf or who have auditory processing disorder.
Fingerspelled and printed words are recoded into a speech-based code in short-term memory


Looks at the use of short term memory to recall words from fingerspelling and from print.

Vocabulary and grammar differences between deaf and hearing students


Deaf and hearing students in Japan were compared for their literacy skills.

Auditory deprivation does not impair executive function, but language deprivation might: evidence from a parent-report measure in deaf native signing children


Looks at the executive functioning and behaviour of deaf children who have had access to language from birth because they come from deaf families.

Preliminary evidence assessing social-emotional competences in deaf and hard of hearing infants and toddlers using a new parent questionnaire


Looks at the early social skills for deaf children based on information given by parents via a questionnaire.

Emotion understanding in preschool children with mild-to-severe hearing loss


Preschool children were assessed for emotional and social skills.

Influences on facial emotion recognition in deaf children

Journal of Deaf Studies and Deaf Education, April 2017, Vol 22 (2), p164-177

Looks at the differences between deaf and hearing children in recognising emotions based on facial expressions.

Concern for others: a study on empathy in toddlers with moderate hearing loss


The empathetic skills of children with moderate hearing loss were studied.
Chapman, Madeleine & Dammeyer, Jesper
Significance of deaf identity for psychological well-being
Looks at the wellbeing of deaf adults relating to their sense of identity.

Bozzay, Melanie L ... [et al]
Adolescent depression: differential symptom presentations in deaf and hard-of-hearing youth using the patient health questionnaire-9
Looks at how a questionnaire on patients' mental health & depression works differently when used with young people who are deaf or hard of hearing.

Zaidman-Zait, Anat & Dotan, Adi
Everyday stressors in deaf and hard of hearing adolescents: the role of coping and pragmatics
A study of the everyday problems and stress triggers of young people who are deaf and use spoken language to communicate in mainstream schools.

Marschark, Marc; Zettler, Ingo; Dammeyer, Jesper
Social dominance orientation, language orientation, and deaf identity
Students who are deaf were asked about their deaf identities, their attitudes towards minority groups and social dominance. A hearing group was also assessed as a comparison.

Freeman, Valerie; Pisoni, David B; Kronenberger, William G; Castellanos, Irina
Speech intelligibility and psychosocial functioning in deaf children and teens with cochlear implants
Researchers wanted to find out what effect the early implantation of deaf children has on speech and if that affects their social abilities.

Gold, Rinat & Segal, Osnat
Metaphor comprehension by deaf young adults
Deaf people were studied in their understanding of short metaphorical phrases.

Davenport, Carrie A; Alber-Morgan, Sheila R; Clancy, Shannon M; Kranak, Michael P
Effects of a picture racetrack game on the expressive vocabulary of deaf preschoolers
A game was adapted to encourage signed vocabulary in young deaf children.
Carers of deaf children aged between 5-10 years were interviewed about the deaf child's communication and social experiences, such as communication within the family, participation in social activities with peers as well as negative events such as indirect exclusion and bullying.

Deaf adolescents were studied for choices made during gambling and dice tasks. Deaf adolescents showed a preference for higher risk choices, possibly underestimating the risks.

A review of the literature about how decisions are made regarding children who are deaf after diagnosis and the involvement of parents and professionals in this process.

Researchers interviewed mental health providers to investigate the factors relating to resilience of deaf clients who have experienced trauma.

A study of personality traits in young people who have cochlear implants that can be linked to their social and emotional skill levels.

Young people who received cochlear implants as young children are part of a study to assess how much their spoken skills affect forming of relationships and friendships with hearing peers.
Social-emotional interventions with children and youth who are deaf or hard of hearing: a research synthesis
*Journal of Deaf Studies and Deaf Education*, Jan 2019, Vol 24 (1), p1-10

To be successful in school and life individuals need to learn to understand and manage their emotions, get along with others and exercise good judgement. This research paper reviews and summarises relevant interventions.

Culture and deaf women’s body image

Discusses the relation between cultural identity in people who are deaf and the incidence of eating disorders.

Cochlear implantation and social-emotional functioning of children with hearing loss

Looks at the contribution of cochlear implants to the social-emotional functioning of children who are deaf.

Evidence of theory of mind in the written language of deaf children

Looks at the connection between writing compositions and theory of mind in children who are deaf.

Understanding theory of mind in deaf and hearing college students

A study of the advanced theory of mind skills of deaf university students.

Emotional recognition and empathy both in deaf and blind adults

A study of adults to look at the continued development of skills relating to empathy and emotion.

Cross-cultural mixed methods investigation of language socialization practices

Cultural factors are considered in this study of language acquisition which looked at families with deaf and/or hearing children from Canada and Vietnam.
McDaniel, Jena ... [et al]
**Bilingual versus monolingual vocabulary instruction for bilingual children with hearing loss**
This study looks specifically at language acquisition of children who are bilingual in 2 spoken languages (ie Spanish and English)

Bell, Nicola; Angwin, Anthony J; Wilson, Wayne J; Arnott, Wendy L
**Spelling in children with cochlear implants: evidence of underlying processing differences**
A study of spelling ability of children with cochlear implants.

Davenport, Carrie A; Konrad, Moira; Alber-Morgan, Sheila R
**Effects of reading racetracks on sight word acquisition for deaf kindergarteners**
The researchers used a game-based intervention to see if it improved vocabulary acquisition in young deaf children.

Crowe, Teresa V
**Deaf child and adolescent consumers of public behavioral health services**
*Journal of Deaf Studies and Deaf Education*, Apr 2019, Vol 24 (2), p57-64
A study of the demographics of deaf children who access mental health services in Maryland, US

Wang, Huizhi; Wang, Yifang; Hu, Yousong
**Emotional understanding in children with a cochlear implant**
Looks at the ability of deaf children (aged 3-9) with cochlear implants to make sense of emotional tone. Groups of children were asked to identify basic emotions.

Bushman, Bobbie & Fagan, Mary K
**Public library programs and accommodations for deaf and hard-of-hearing children in the United States**
A survey of library programmes for including deaf children (at risk of delayed reading and literacy development) and how library staff approached providing services for children who are evidently deaf.

Hintermair, Manfred & Sarimski, Klaus
**Fathers of deaf and hard-of-hearing infants and toddlers - experiences, needs, and challenges**
A study of the role of fathers in the lives of their young deaf children (0-3 years). It looked at their involvement in childcare and early intervention services, their perceived abilities to parent and the effect of a child's hearing loss on their marriages.
## Articles ✿ Deafness and Deaf Issues

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<tr>
<td>Hao, Jian &amp; Wu, Chunsha</td>
<td><em>Deaf children’s moral behavior, moral reasoning and emotion attribution</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Apr 2019</td>
<td>Vol 24 (2)</td>
<td>p95-103</td>
<td>Deaf children were given tasks relating to lying, sharing with others and making moral judgements. Comparison with a hearing group showed that there could be some lag in development of sharing with others, possibly related to underdeveloped theory of mind in deaf children.</td>
</tr>
<tr>
<td>Young, Alys; Ferguson-Coleman, Emma; Wright, Barry; Le Couteur, Ann</td>
<td><em>Parental conceptualizations of autism and deafness in British deaf children</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Jul 2019</td>
<td>Vol 24 (3)</td>
<td>p280-288</td>
<td>Parents of children who are both deaf and have autism were surveyed about their observations of how the features of their child's deafness and autism interact and how that impacts on everyday behaviour.</td>
</tr>
<tr>
<td>Michael, Rinat</td>
<td><em>Career self-efficacy and family influence among youth with different hearing status</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Jul 2019</td>
<td>Vol 24 (3)</td>
<td>p307-316</td>
<td>Looks at the factors behind deaf young people's decisions relating to careers and how their families influenced their decisions.</td>
</tr>
<tr>
<td>Wallis, Delia; Musselman, Carol; MacKay, Sherri</td>
<td><em>Hearing mothers and their deaf children: the relationship between early, ongoing mode match and subsequent mental health functioning in</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Winter 2004</td>
<td>Vol 9 (1)</td>
<td>p2-14</td>
<td>Explores the impact of communication choices on the mental health of deaf adolescents.</td>
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<tr>
<td>McKinnon, Cathy Chovaz; Moran, Greg; Pederson, David</td>
<td><em>Attachment representations of Deaf adults</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Fall 2004</td>
<td>Vol 9 (4)</td>
<td>p366-386</td>
<td>A study of deaf adults' perceptions of their childhood relationships with, and attachment to their parents and other carers.</td>
</tr>
<tr>
<td>Sieratzki, Jechil S &amp; Woll, Bencie</td>
<td><em>Impact of maternal deafness on cradling laterality with deaf and hearing infants</em></td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Fall 2004</td>
<td>Vol 9 (4)</td>
<td>p387-394</td>
<td>A comparative study of deaf mothers cradling preferences for their deaf and/or hearing children.</td>
</tr>
</tbody>
</table>

Scottish Sensory Centre
Foster, Susan & MacLeod, Janet
Role of mentoring relationships in the career development of successful deaf persons
Explores the important impact a mentor can have on the success of deaf people in their careers.

Bailly, D; De Lenclave, M; Lauwerier, L
Hearing impairment and psychopathological disorders in children and adolescents: review of recent literature
The aim of this paper is to examine the relationships between hearing impairment and mental health and the effect of impaired communication on family development.

Ward, Simon
Growing happy children
*NDCS Magazine*, Autumn 2008, No 10, p10-11
An educational psychologist explains how to help your deaf child to grow up be happy and successful.

Daniels, Susan
How you are shaping the future!
*NDCS Magazine*, Spring 2011, No 24, p12-13
Some results from the NDCS family survey.

Butler, Sarah
Out of sight, out of mind (In focus ... mental health)
Looks at emotional and mental health issues for deafblind people.

Cromwell, Jim
Deafness and the art of psychometric testing
Examines the problems that hearing psychologists face when testing patients who are deaf and also how interpreters can affect this process.
**Articles ★ Deaf Communication**

**One mother’s diary**  
*Action on Hearing Loss Magazine*, Spr/Sum 2014, p20-22  
A mother describes her son’s cochlear implant activation day.

**One mother’s diary**  
*Action on Hearing Loss Magazine*, Apr/May 2013, p26-28  
A mother describes how her son came to the decision he’d like a cochlear implant. Full version available on PDDCS website.

**Palmer, Andy**  
**William’s story**  
Father’s account of his child’s deafness from diagnosis to cochlear implant.

**Evans, Judith F**  
**Conversation at home: a case study of a young deaf child’s communication experiences in a family in which all others can hear**  
The case study involves a 7 year old deaf girl from a family of 8 children. All the other family members can hear. The author observed the communication methods that the family employed over a six-month period.

**Coerts, Jane**  
**Relationship between first language skills and reading in deaf children**  
*ANZCED*, 1997  

**Davis, M G & Head, S**  
**Bilingual education with a focus on reading and writing: European Days of Deaf Education (EDDE)**  
*BATOD Magazine*, March 2000  
Report on EDDE 99 conference in Orebro, Sweden, 23-26 September 1999 which concentrated on the Swedish reputation for excellent results using bilingual methods. Also touches on Heathlands School’s progress using bilingual methods.

**Mohammed, Tara ... [et al]**  
**Speechreading and its association with reading among deaf, hearing and dyslexic individuals**  
The study explored differences in speechreading in prelingually deaf adults, hearing adults with dyslexia, and non-dyslexic hearing adults The dyslexic group, while within range of hearing controls in terms of reading, showed a residual deficit in speech/language processing when tested with silent speech.

Scottish Sensory Centre
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
<th>Pages</th>
<th>Description</th>
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<tbody>
<tr>
<td>Singleton, Jenny L &amp; Newport, Elissa L</td>
<td>When learners surpass their models: the acquisition of American Sign Language from inconsistent input</td>
<td>Cognitive Psychology</td>
<td>49</td>
<td>4</td>
<td>p370-407</td>
<td>Looks at a deaf child learning ASL principally from parents for whom ASL is not their first language and whether their inabilities affect his acquisition of ASL.</td>
</tr>
<tr>
<td>Turner, Graham</td>
<td>Regulation and responsibility: the relationship between interpreters and deaf people</td>
<td>Deaf Worlds</td>
<td>12</td>
<td>1</td>
<td>p1-7</td>
<td>Looks at how the professional relationships between interpreters and deaf clients are evolving and to what extent official policies guide this relationship.</td>
</tr>
<tr>
<td>Napier, Jemina</td>
<td>Free your mind: the rest will follow</td>
<td>Deaf Worlds</td>
<td>14</td>
<td>3</td>
<td>p15-22</td>
<td>Explores the relationship between sign language interpreters and deaf people.</td>
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<tr>
<td>Brennan, Mary</td>
<td>Challenging linguistic exclusion in deaf education</td>
<td>Deaf Worlds</td>
<td>15</td>
<td>1</td>
<td>p2-10</td>
<td>Looks at factors which influence the success or failure of deaf children to acquire language and the subsequent effect on the child's educational achievements.</td>
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<tr>
<td>Pollitt, Kyra</td>
<td>On babies, bathwater and approaches to interpreting</td>
<td>Deaf Worlds</td>
<td>16</td>
<td>2</td>
<td>p60-64</td>
<td>Discusses the changing practices in interpreting.</td>
</tr>
<tr>
<td>Gresswell, Emilie</td>
<td>How applicable to BSL are contemporary approaches to translation?</td>
<td>Deaf Worlds</td>
<td>17</td>
<td>2</td>
<td>p50-62</td>
<td>Examines contemporary translation theories and their applicability to the translation of BSL into English.</td>
</tr>
<tr>
<td>Napier, Jemina &amp; Adam, Robert</td>
<td>Comparative linguistics analysis of BSL and Auslan interpreting</td>
<td>Deaf Worlds</td>
<td>18</td>
<td>1</td>
<td>p22-31</td>
<td>Gives a linguistic comparison of BSL and Auslan to establish the similarities and differences.</td>
</tr>
</tbody>
</table>
Articles ★ Deaf Communication

Turner, Graham H (ed)
Sign language interpreting: putting theory into practice (Special Issue of *Deaf Worlds*)
*Deaf Worlds*, 2002, Vol 18 (2)
Special issue includes articles “Telephone interpreting”; “Distance from the source text”; “To interpret or not to interpret ...”; “Peeling back the skins of an onion”(dictated translation); “Dialogism”; “Co-working and equal participation”; and “Campaign for real interpreting”.

Brien, David; Brown, Richard; Collins, Judith
Some recommendations regarding the provision and organisation of British Sign Language/English interpreters in England, Scotland and Wales
*Deaf Worlds*, 2004, Vol 20 (1), p6-60

Banna, Karin
Auslan interpreting: what can we learn from translation theory?
Translation theory applied to interpreting Australian Sign Language (AUSLAN) with a focus on Skopos theory (The functional aspects of a translation taking into account the function of the source information and the intended addressee or audience.)

de Beuzeville, Louise
Acquisition of classifier signs in Auslan (Australian Sign Language) by Deaf children from Deaf families: a preliminary analysis
A study of the acquisition of sign language in deaf children from deaf families, focusing on classifier signs.

Conlon, Caroline & Napier, Jemina
Developing Auslan educational resources: a process of effective translation of children’s books
Describes a project to translate books for children aged 5-7 into Auslan.

Dudis, Paul G
Signer perspective in American sign language
Discusses different types of signer’s perspective of viewing arrangements in a variety of ASL expressions. For example, different uses of space when signing can indicate general description or personal perspective.

Woodward, James; Thi Hoa, Nguyen; Tran Thuy Tein, Nguyen
Providing higher educational opportunities to deaf adults in Viet Nam through Vietnamese sign languages: 2000-2003
Describes a project which has opened Higher Education to deaf people in Viet Nam. Educational programmes are taught in Vietnamese sign languages and written Vietnamese.
Lichtig, Ida ... [et al]
Deaf staff members' participation in a Brazilian intervention programme for deaf children and their families: impacts and consequences
Describes a one year sign bilingual intervention programme for deaf children aged 3-6 in Brazil.

van Mulders, Katrien
Name signs in Flemish Sign Language
*Deaf Worlds*, 2005, Vol 21 (1), p49-78
Looks at the formation of name signs in Flemish Sign Language.

Leneham, Marcel
Sign language interpreter as translator: challenging traditional definitions of translation and interpreting
Looks at the processes involved in translating and interpreting in sign language for theatre performances.

van den Bogaerde, Beppie
Everybody signs in Kosindo also ...?
In Surinam, a researcher finds a small community (less than 2000 people) who all sign, there are 5 deaf villagers.

Duffin, Dawn
Access to academic English: the development of a meta-linguistic curriculum: deaf students' access to academic English
Looks at improving English literacy skills of ISL users for preparing to study at Further and Higher education levels. The author has developed an 8-week course to address translating between written English and sign language.

Matthews, Patrick A
Practical phonology: what learners need to know about handshapes in Irish Sign Language
The author searches for a system which could help categorise handshapes to aid learning and discusses notational systems in relation to handshapes.

Leonard, Cormac
Signs of diversity: use and recognition of gendered signs among young Irish deaf people
Describes the variation in sign language use between young deaf people and looks at the effect of gender on their use of sign language (ISL).
Byrne-Dunne, Deirdre
Language acquisition of a deaf child in Ireland
A deaf mother of a deaf child who is also now a linguist relates her experience of her child's early language acquisition (first 3 years.)

Waters, Dafydd & Sutton-Spence, Rachel
Connectives in British Sign Language
Looks at one linguistic element of BSL.

Davis, Jeffrey
Evidence of a historical signed lingua franca among North American Indians
*Deaf Worlds*, 2005, Vol 21 (3), p47-72
Description of a common sign language used by Native American Tribes who used different spoken languages.

Kyle, Jim
Living and learning bilingually: deaf experiences and possibilities
Describes how early language choices and educational policies affect the lifestyles of deaf people.

Dunbar, Lucy
How do research audit processes and structures treat sign language materials and deaf researchers
*Deaf Worlds*, 2006, Vol 22 (2), pS72-S84
Survey of the treatment of sign language research in the RAE (Research Assessment Exercise) and other research assessment procedures.

Christie, Karen & Wilkins, Dorothy M
Themes and symbols in ASL poetry: resistance, affirmation and liberation
Explores some of the dominant themes in contemporary ASL poetry.

Smith, Jenny & Sutton-Spence, Rachel
What is the deaflore of the British Deaf community?
Looks at the linguistic aspects of the folklore of the British Deaf community.
van Unen, Aleida

Parents' choice for cochlear implants and biculturalism

Hearing parents of a deaf child describe how they have tried to allow their child who has a cochlear implant to make the most of his hearing and his deafness by encouraging use of sign language in certain situations and part-time attendance at a deaf school.

Pickersgill, Miranda

Bilingualism and the education of deaf children: Part 1 Theories, models and factors

First part of four articles on bilingualism for deaf children. Introduces the theory and background to bilingualism and looks at the range of factors which should be considered in the development of bilingual policies and provision.

Pickersgill, Miranda

Bilingualism and the education of deaf children: Part 2 Implications and practical considerations

Second part of four articles on bilingualism for deaf children. Looks at the implications for schools and services seeking to implement a bilingual policy.

Pickersgill, Miranda

Bilingualism and the education of deaf children: Part 3 Towards a model of good practice

Third part of four articles on bilingualism for deaf children. Looks at how Leeds service has tried to implement a bilingual policy.

Pickersgill, Miranda

Bilingualism and the education of deaf children: Part 4 The development of bilingual support

Fourth part of four articles on bilingualism for deaf children. Describes the development of bilingual support for deaf children within the context of a local authority.

Pickersgill, Miranda

Towards a model of bilingual education for deaf children

Looks at policy issues which authorities will need to consider when implementing a bilingual approach for teaching deaf pupils.

Knight, Pam

Bilingual nursery provision: a challenging start

Looks at one model of bilingual nursery provision and assesses how effectively it is meeting its aims.
Articles ♦ Deaf Communication

Gregory, Sue; Smith, Sandra; Wells, Alison
**Language and identity in sign bilingual deaf children**
A paper based on interviews with deaf children on their ideas of deafness and hearing and discusses their understanding of the differences between English and sign language.

Quay, Suzanne
**Politics and bilingual education for deaf children in Hong Kong**
Looks at bilingual education of deaf children in Hong Kong, shortly before the hand over to Chinese rule in 1997.

Swanwick, Ruth A
**Learning English as a second language: opportunities and challenges for sign bilingual deaf children**
Explores the key issues involved in teaching English as a second language to sign bilingual deaf pupils.

Mollink, Hannah; Hermans, Daan; Knoors, Harry
**Communication experiences of adult deaf people within their family during childhood in Cyprus**
Deaf adults were asked to recall their experiences (positive and negative) of communication within their families. Most of the respondents were in hearing families using speech or sign, a small portion came from deaf families and used sign.

Mollink, Hannah; Hermans, Daan; Knoors, Harry
**Vocabulary training of spoken words in hard-of-hearing children**
Investigates the effects of using signs as part of spoken language vocabulary training with children who have moderate hearing loss.

Hogan, Sarah ... [et al]
**Evaluation of auditory verbal therapy using the rate of early language development as an outcome measure**
One approach to developing spoken language in deaf children is evaluated using formal assessment methods.

Wiefferink, C H ... [et al]
**Influence of linguistic environment on children's language development: Flemish versus Dutch children**
Looks at the linguistic progress of children who have received cochlear implants. Dutch and Flemish language learners are compared.
Ramirez Inscoc, Jayne; Odell, Amanda; Archbold, Susan; Nikolopoulos, Thomas

*Expressive spoken language development in deaf children with cochlear implants who are beginning formal education*


Considers the possible implications for educational management of children with cochlear implants, children's language was assessed using STASS.

Ingber, Sara & Dromi, Esther

*Demographics affecting parental expectations from early deaf intervention*


Looks at the characteristics of the mothers of deaf children in relation to their expectations for early intervention.

Ibertsson, Tina ... [et al]

*Speech recognition, working memory and conversation in children with cochlear implants*


A study of (spoken) conversational skills in children with cochlear implants.

Tyler, Michael D ... [et al]

*Effect of caption rate on the comprehension of educational television programmes by deaf school students*


Looks at the reading comprehension of subtitles on educational programmes by deaf children.

Gravenstede, L

*Phonological awareness and decoding skills in deaf adolescents*


Deaf young people were tested to assess their level of awareness of sound structure in language. Compares their phonological awareness scores with their literacy levels.

McDermid, Campbell

*Two cultures, one programme: Deaf professors as subaltern?*


Looks at the social and professional status of deaf people employed as academic staff in Canadian Universities compared to hearing colleagues.

English, Kris

*Counselling challenges and strategies for cochlear implant specialists*


Reviews some familiar counselling challenges for cochlear implant specialists such as disappointment in slower than expected progress and the effort involved in developing new listening skills for patients.
Hogan, Sarah; Stokes, Jacqueline; Weller, Isobel

*Language outcomes for children of low income families enrolled in auditory verbal therapy*

*Deafness and Education International*, December 2010, Vol 12 (4), p204-216

Funding was provided for low income families to participate in Auditory Verbal (AV) courses to look at the effect that socio-economic status has on the efficacy of AV.

Mather, Julie; Gregory, Sue; Archbold, Sue

*Experiences of deaf young people with sequential bilateral cochlear implants*

*Deafness and Education International*, December 2011, Vol 13 (4), p152-172

Study of 15 young people who have received 2 (bilateral) cochlear implants with a significant gap between receiving each implant. Looks at the issues faced by the young people and the young people discuss the difference that the 2nd implant has made.

Mather, Julie; Archbold, Sue; Gregory, Sue

*Deaf young people with sequential bilateral cochlear implants: the experience of parents and teachers*


Study of 15 young people who have received 2 (bilateral) cochlear implants with a significant gap between receiving each implant. Looks at the parents’ and teachers’ experiences of their involvement with these children.

Atherton, Martin & Barnes, Lynne

*Deaf people as British Sign Language teachers: experiences and aspirations*


This article draws on two studies looking at the teaching qualifications of deaf BSL teachers.

Dammeyer, Jesper

*Longitudinal study of pragmatic language development in three children with cochlear implants*


A 4 year study of language development of three young children who have cochlear implants. Also includes issues such as peer interaction, theory of mind, psychosocial wellbeing and self-efficacy.

Holmström, Ingela & Bagga-Gupta, Sangeeta

*Technologies at work: a sociohistorical analysis of human identity and communication*


Looks across the history of technology from 1890 to 2010 in relation to deaf people in Sweden.

Ford, Hayley & Kent, Sarah

*Experiences of bilingualism within the deaf and the hearing world: the views of d/Deaf young people*


Study explored sign bilingualism and the social and emotional experiences for deaf bilingual young people (bilingual using spoken English and BSL or SSE.)
Mann, Wolfgang; Roy, Penny; Marshall, Chloë

**Look at the other 90 per cent: investigating British Sign Language vocabulary knowledge in deaf children from different language learning backgrounds**

Looks at sign language vocabulary testing for children aged 4-17 of varying levels due to linguistic backgrounds and learning abilities.

Rees, Rachel & Bladel, Judith

**Effects of English cued speech on speech perception, phonological awareness and literacy: a case study of a 9-year-old deaf boy using a cochlear implant**

Looks at the use and effectiveness of cued speech with a boy who has a cochlear implant.

Cramér-Wolrath, Emelie

**Sequential bimodal bilingual acquisition: mediation using a cochlear implant as a tool**

A Swedish case-study of a deaf child of deaf parents who received a cochlear implant at about 3 years old. Looks at communication options and spoken language development alongside Swedish sign language.

Luckner, John & Pierce, Corey

**Response to intervention and students who are deaf or hard of hearing**

The United States have a new framework “Response to Intervention (RtI)” which identifies the additional needs children may have. This paper provides an overview of RtI.

Richels, Corrin ... [et al]

**Teaching emotion words using social stories and created experiences in group instruction with preschoolers who are deaf or hard of hearing: an exploratory study**

Deaf children in an early years setting were introduced, using storytelling, to vocabulary relating to emotions.

Dammeyer, Jesper

**Literacy skills among deaf and hard of hearing students and students with cochlear implants in bilingual/bicultural education**

A study to evaluate the literacy skills of bilingual students who are deaf, hard of hearing or cochlear implant users.

Crowe, Kathryn; Fordham, Loraine; Mcleod, Sharynne; Ching, Teresa Y C

**‘Part of our world’: influences on caregiver decisions about communication choices for children with hearing loss**
*Deafness and Education International*, Jun 2014, Vol 16 (2), p61-85

Parents were surveyed about the influences that affected their decisions regarding communication choices for their deaf children.
Roos, Carin
Sociocultural perspective on young deaf children's fingerspelling: an ethnographic study in a signing setting
*Deafness and Education International*, Jun 2014, Vol 16 (2), p86-107
Looks at how young children use fingerspelling within signing environments.

Jones, Lindsey
Developing deaf children's conceptual understanding and scientific argumentation skills: a literature review
Teaching science presents a range of difficulties for deaf children when abstract concepts are delivered with an academic and textbook based approach. This review discusses possible adaptations to that approach.

Levesque, Elizabeth; Brown, P Margaret; Wigglesworth, Gillian
Impact of bimodal bilingual parental input on the communication and language development of a young deaf child
20 month long single case study of an Australian deaf child and his family looking at communication issues.

Moore, Robyn Cantle
Infant monitor of vocal production: simple beginnings
*Deafness and Education International*, Dec 2014, Vol 16 (4), p218-236
The IMP strategy presents as a series of parent-professional conversations that scaffold parent observation and evaluation of their baby's vocal development across the first 12 months of natural hearing ability/early device-aided hearing experience.

Rekkedal, Ann Mette
Students with hearing loss and their teachers' view on factors associated with the students' listening perception of classroom communication
*Deafness and Education International*, Mar 2015, Vol 17 (1), p19-32
Teachers and children were surveyed to assess their perceptions of classroom communication.

Haug, Tobias; Herman, Rosalind; Woll, Bencie
Constructing an online test framework, using the example of a sign language receptive skills test
*Deafness and Education International*, Mar 2015, Vol 17 (1), p3-7
Explores the possibilities of using online delivery for the sign language receptive skills test.

Haug, Tobias
Use of information and communication technologies in sign language test development: results of an international survey
*Deafness and Education International*, Mar 2015, Vol 17 (1), p33-48
Looks at the development and use of ICT to deliver sign language assessments across the world.
**Articles ⋆ Deaf Communication**

**A review of the literature and analysis of official statistics in England**

Young, Alys ... [et al]

*Further education as a post-secondary destination for deaf and hard of hearing young people: a review of the literature and analysis of official statistics in England*


A review of the literature and statistics available on deaf young people who move on to further education after school.

**Bullying in students with and without hearing loss**

Pinquart, Martin & Pfeiffer, Jens P

*Bullying in students with and without hearing loss*

*Deafness and Education International*, Jun 2015, Vol 17 (2), p101-110

A study of bullying amongst young people in German schools for deaf children and amongst hearing peers in regular schools.

**Computer-based rehabilitation for developing speech and language in hearing-impaired children: a systematic review**

Simpson, Andrea ... [et al]

*Computer-based rehabilitation for developing speech and language in hearing-impaired children: a systematic review*

*Deafness and Education International*, Jun 2015, Vol 17 (2), p111-119

Review of the research into whether online and computer based interventions were useful in improving speech and language development in deaf children.

**Deaf education services in southern regions of Vietnam: a survey of teacher perceptions and recommendations**

Nelson, Lauri H

*Deaf education services in southern regions of Vietnam: a survey of teacher perceptions and recommendations*

*Deafness and Education International*, Jun 2015, Vol 17 (2), p76-87

A study of teacher perceptions of deaf education services in Vietnam.

**Communication interventions for families of pre-school deaf children in the UK**

Rees, Rachel ... [et al]

*Communication interventions for families of pre-school deaf children in the UK*

*Deafness and Education International*, Jun 2015, Vol 17 (2), p88-100

Findings of survey to investigate the named approaches used by different professionals with young deaf children and their families.

**Simultaneous communication and cochlear implants in the classroom?**

Blom, Helen C & Marschark, Marc

*Simultaneous communication and cochlear implants in the classroom?*


A study of the potential of learning simultaneously through spoken and sign language for students with cochlear implants.

**Sign language as medium of instruction in Botswana primary schools: voices from the field**

Mpuang, Kerileng D; Mukhopadhyay, Sourav; Malatsi, Nelly

*Sign language as medium of instruction in Botswana primary schools: voices from the field*

*Deafness and Education International*, Sep 2015, Vol 17 (3), p132-143

A study of the use of sign language in primary schools in Botswana.
Articles ✶ Deaf Communication

Donne, Vicki & Rugg, Natalie
Online reading practices of students who are deaf/hard of hearing
*Deafness and Education International*, Sep 2015, Vol 17 (3), p144-154
Children aged 8-14 where surveyed for their online reading preferences.

Mekonnen, Mulat; Hannu, Savolainen; Elina, Lehtomäki; Matti, Kuorelahti
Socio-emotional problems experienced by deaf and hard of hearing students in Ethiopia
Looks at the mental health and wellbeing of a group of primary-aged children who are deaf in Ethiopia.

Lund, Emily; Douglas, W Michael; Schuele, C Melanie
Semantic richness and word learning in children with hearing loss who are developing spoken language: a single case design study
*Deafness and Education International*, Sep 2015, Vol 17 (3), p163-175
Study of interventions for deaf children learning and developing spoken language.

Isarin, Jet ... [et al]
World of difference: parental perspectives on cochlear implantation in deaf children with additional disabilities
*Deafness and Education International*, Dec 2015, Vol 17 (4), p219-230
A study of children with additional disabilities who have received cochlear implants.

Choo, Dawn & Dettman, Shani J
Video analysis of mother-child interactions: Does the role of experience affect the accuracy and reliability of clinical observations?
A study of the observation of mother-child interactions after a cochlear implant.

Oktapoti, Maria ... [et al]
Investigating use of a parent report tool to measure vocabulary development in deaf Greek-speaking children with cochlear implants
*Deafness and Education International*, Mar 2016, Vol 18 (1), p3-12
Greek language acquisition tool for children with cochlear implants.

Ahmad, Aznan Che & Brown, P Margaret
Facilitative communication strategies of hearing mothers with their children who are deaf or hard-of-hearing
Investigates early intervention programmes and how they shape hearing parents approach to communication strategies.
Werfel, Krystal L; Douglas, Michael; Ackal, Leigh

Small-group phonological awareness training for pre-kindergarten children with hearing loss who wear cochlear implants and/or hearing aids


Early years training in phonological awareness was given to young deaf children to complement access to sound through cochlear implants. The study showed improvements which would aid early literacy skills.

Rees, R ... [et al]

Can explicit training in cued speech improve phoneme identification?


Cued speech can help identify units of sound (phonemes) especially ones whose lip patterns are visually similar. Training of this kind could help lipreading practice.

Klieve, S & Jeanes, R C

Perception of prosodic features by children with cochlear implants: is it sufficient for understanding meaning differences in language?


Looks at the understanding that deaf children who have cochlear implants of the effect of intonation and rhythm on spoken communication and outlines an intervention programme to improve comprehension.

Johnston, Trevor

Assessment and achievement of proficiency in a native sign language within a sign bilingual program: the pilot Auslan receptive skills test

*Deafness and Education International*, 2004, Vol 6 (2), p57-81

Assessment of sign language skills of children in a sign bilingual education programme.

Lloyd, Julian; Lieven, Elena; Arnold, Paul

Oral referential communication skills of hearing-impaired children

*Deafness and Education International*, 2005, Vol 7 (1) p22-42

Study of deaf children’s aptitude in a spoken communication test (Referential Communication Task) and compared with results from the Test of Reception of Grammar (TROG).

Anderson, Ilona ... [et al]

Validation of the Common Objects Token (COT) test for children with cochlear implants


Established complex listening skills tests are unsuitable for younger children fitted with cochlear implants. The Common Objects Token test has been developed to fulfil that function.

Herman, Ros & Roy, Penny

Evidence from the wider use of the BSL receptive skills test


Looks at the BSL competency of deaf children who have been tested using the BSL Receptive Skills Test (1999).
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tr>
<td>Koutsoubou, Maria; Herman, Rosalind; Woll, Bencie</td>
<td>Bilingual language profiles of deaf students: an analysis of the written narratives of three deaf writers with different language proficiencies</td>
<td><em>Deafness and Education International</em></td>
<td>2006</td>
<td>8 (3)</td>
<td>p144-165</td>
<td>Looks at three deaf students' written literacy skills.</td>
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<tr>
<td>Toe, Dianne; Beattie, Rod; Barr, Megan</td>
<td>Development of pragmatic skills in children who are severely and profoundly deaf</td>
<td><em>Deafness and Education International</em></td>
<td>2007</td>
<td>9 (2)</td>
<td>p101-117</td>
<td>Looks at the conversational skills of deaf children.</td>
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<tr>
<td>Napier, Jemina; Leigh, Greg; Nann, Sharon</td>
<td>Teaching sign language to hearing parents of deaf children: an action research process</td>
<td><em>Deafness and Education International</em></td>
<td>2007</td>
<td>9 (2)</td>
<td>p83-100</td>
<td>Australian study into the difficulties for parents learning sign language as an additional language.</td>
</tr>
<tr>
<td>Emery, Steven D</td>
<td>Citizenship and sign bilingualism: ‘... there is nothing wrong with being bilingual … it's a positive and fantastic thing!’</td>
<td><em>Deafness and Education International</em></td>
<td>2007</td>
<td>9 (4)</td>
<td>p173-186</td>
<td>Looks at the emphasis in the curriculum for citizenship issues and relates this to sign bilingual pupils. Special Issue: Sign Language and Deaf Education.</td>
</tr>
<tr>
<td>Swanwick, Ruth &amp; Tsverik, Isabel</td>
<td>Role of sign language for deaf children with cochlear implants: good practice in sign bilingual settings</td>
<td><em>Deafness and Education International</em></td>
<td>2007</td>
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<td>p214-231</td>
<td>Looks at the role of sign language with children who have received cochlear implants. Special Issue: Sign Language and Deaf Education.</td>
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<td>Harris, Margaret; Clibbens, John; Chasin, Joan; Tibbitts, Ruth</td>
<td>Social context of early sign language development</td>
<td><em>First Language</em></td>
<td>1989</td>
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<td>p81-97</td>
<td>A study of deaf mothers teaching sign language to their deaf children aged between 7-20 months.</td>
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</table>
Siple, Patricia; Akamatsu, C Tane; Loew, Ruth C

**Acquisition of American Sign Language by fraternal twins: a case study**


A study of twins born to deaf parents whose primary language is ASL. The children are studied as they learn ASL from their parents. One child has been identified as profoundly deaf the other is hearing.

Woll, Bencie

**International perspectives on sign language communication**


An analysis of what happens when people who use different sign languages try to communicate with each other.

Brennan, Mary

**Encoding and capturing productive morphology: paper presented at the 3rd Intersign Workshop, Siena**

Intersign, 1999,

This paper explores the ways in which a multi-media database using the commercial software can facilitate the encoding and analysis of productive morphology in signed language.

Woodford, Doreen E

**English: first or second language**


Discusses the situation of children whose first language is BSL.

Woodford, Doreen E

**English: first or second language? Pidgins, creoles and identity**


Discusses the situation of children whose first language is BSL.

Jung, V; Cumming, C E; Rodda, M

**Paralinguistic and cross modal behaviours during early infant-caregiver interactions: implications for social-emotional development in deaf children**


Looks at the early interactions between a parent and deaf baby to see the effect on later linguistic ability.

Gallaway, Clare

**Using video to monitor early language development**


Looks at the methods involved in using video recording materials for the study of early language development. Discusses contrasts between working with hearing children and deaf children.
Chippendale, Bill & Arnold, Paul

**Teacher's views of lipreading**


An overview of a survey taken of teachers of deaf children about their attitudes to teaching lipreading to deaf children.

Arnold, Paul

**Piaget, Furth and the education of deaf children**


The views of influential educationalists, Jean Piaget and Hans Furth, are considered in the context of the deaf child's education.

Markides, Andreas

**Linguistic background and speech intelligibility**


A comparison of deaf children's speech production between children from English speaking homes and those from ethnic minorities living in the UK.

Hindley, Peter A; Hill, Peter D; McGuigan, Sean; Kitson, Nick

**Psychiatric disorder in deaf and hearing impaired children and young people: a prevalence study**


Compares the mental health of deaf children based in deaf schools with those based in mainstream schools.

Gregory, Susan & Hindley, Peter

**Annotation: communication strategies for deaf children**


Looks at communication issues of deaf children with reference to psychiatric assessments. The article concentrates on sign language.

Woll, Bencie & Grove, Nicola

**On language deficits and modality in children with Down syndrome: a case study of twins bilingual in BSL and English**

*Journal of Deaf Studies and Deaf Education*, Fall 1996, Vol 1 (4), 271-278

This article reports on hearing identical twins with Down syndrome who have Deaf parents. The twins are bilingual, having been exposed since infancy to both English and British Sign Language.

Stokoe, William C

**Sign language structure: an outline of the visual communication systems of the American Deaf**


Reprint of William Stokoe's original paper from 1960.

Scottish Sensory Centre
Bell, Alexander Graham

**Question of sign-language and the utility of signs in the instruction of the deaf: two papers by Alexander Graham Bell (1898)**


Reprinted from the Educator (1898) Vol 5 pp3-4 & pp38-44. Letters by Alexander Graham Bell explaining his thoughts on the use of sign language in schools for the deaf.

Alegria, J & Lechat, J

**Phonological processing in deaf children: when lipreading and cues are incongruent**


A study of the accuracy of using cued speech and lipreading tactics.

Abdel-Fattah, M A

**Arabic sign language: a perspective**


Looks at the development of Arabic sign languages which have recently been recognised and documented.

Schembri, Adam; Jones, Caroline; Burnham, Denis

**Comparing action gestures and classifier verbs of motion: evidence from Australian sign language, Taiwan sign language and nonsigners' gestures**


Research into gestures used by nonsigners compared with signs of recognised sign languages.

Meadow, Kathryn P

**Early manual communication in relation to the deaf child’s intellectual, social and communicative functioning**


Originally published in 1968 in *The American Annals of the Deaf* (10th anniversary classics)

Loots, Gerrit; Devisé, Isabel; Jacquet, Wolfgang

**Impact of visual communication on the intersubjective development of early parent-child interaction with 18 to 24 month old deaf toddlers**


Study of the varying communication styles used between hearing and deaf parents and their deaf children.

Muir, Laura J & Richardson, Iain E G

**Perception of sign language and its application to visual communications for deaf people**


Study of deaf, sign language users and how they perceive signing (tracking eye-movement) presented in video clips. Study based in Aberdeen.
Articles ✶ Deaf Communication

Schilperoord, Joost; de Groot, Vanja; van Son, Nic

Nonverbatim captioning in Dutch television programs: a text linguistic approach


Subtitles available on television in the Netherlands are summarised text rather than verbatim transcripts. This article looks at the effectiveness of this method and compares the differences in meaning conveyed.

Akamatsu, C Tane; Mayer, Connie; Farrelly, Shona

Investigation of two-way text messaging use with deaf students at the secondary level


Researchers note the rise in use of mobile phones and Short Message Services (SMS) with teenage deaf students. A study investigates the use of these texting services amongst deaf and hearing peers in the development of social skills.

Paatsch, Louise E

Effects of speech production and vocabulary training on different components of spoken language performance


Examines the use of training techniques to improve deaf children's speech and vocabulary.

Friedmann, Naama & Szterman, Ronit

Syntactic movement in orally trained children with hearing impairment


Studies the level of comprehension of sentences by orally educated deaf children. Students were found to have significant delays in comprehending particular sentence structures.

Brackenbury, Tim; Ryan, Tiffany; Messenheimer, Trinka

Incidental word learning in a hearing child of deaf adults


Looks at how well hearing children of deaf parents acquire spoken language and compare this to the acquisition of sign language (ASL in this case.)

Parton, Becky Sue

Sign language recognition and translation: a multidisciplined approach from the field of artificial intelligence


A study of the available programs and technology for producing and recognising sign language.

Klatter-Folmer, Jetske; van Hout, Roeland; Kolen, Esther; Verhoeven, Ludo

Language development in deaf children's interactions with deaf and hearing adults: a Dutch longitudinal study


Looks at the long term development of communication of deaf children with deaf and hearing adults.

Scottish Sensory Centre
Martin, Amber Joy & Sera, Maria D
Acquisition of spatial constructions in American Sign Language and English
Looks at how children learn elements of ASL and of English regarding spatial language (eg, front, behind, left, right, towards, away, above & below)

Provine, Robert R & Emmorey, Karen
Laughter among deaf signers
Looks at the linguistic context of laughter in spoken English and American Sign Language. Laughter does not compete with signing in the same way that it does with speech, so this study explores the differences, if any.

Falkman, Kerstin W & Hjelmquist, Erland
Do you see what I mean? Shared reference in non-native, early signing deaf children
Early diagnosed deaf children in Sweden are introduced at a young age to sign language. This study looks at aspects of the language acquisition of children whose parents are not native signers.

Marschark, Marc ... [et al]
Benefits of sign language interpreting and text alternatives for deaf students’ classroom learning
Examines the benefits of combined and individual use of interpreting and electronic notetaking with deaf students in secondary and tertiary education. Based on 4 different studies.

Torres, Santiago; Moreno-Torres, Ignacio; Santana, Rafael
Quantitative and qualitative evaluation of linguistic input support to a prelingually deaf child with cued speech: a case study
A study of one young deaf child's experiences of cued speech.

Connor, Carol McDonald
Examining the communication skills of a young cochlear implant pioneer
A longitudinal case study of one of the first children to receive a cochlear implant in the US. The study follows the child from implantation at the age of 5 through primary and secondary education.

Silvestre, Núria; Ramspott, Anna; Pareto, Irenka D
Conversational skills in a semistructured interview and self-concept in deaf students
A study of the importance of the spoken conversational skills of deaf students as part of their social and personal development.

Scottish Sensory Centre
Lang, Harry G ... [et al]
Study of technical signs in science: implications for lexical database development
A study of the use of scientific vocabulary in ASL for teaching purposes.

Power, Mary R; Power, Des; Horstmanshof, Louise
Deaf people communicating via SMS, TTY, relay service, fax and computers in Australia
Results from a survey of use of technology by members of the Australian Association of the Deaf.

Hauser, Peter C; Cohen, Julie; Dye, Matthew W G; Bavelier, Daphne
Visual constructive and visual-motor skills in deaf native signers
Looks at assessment of deaf people for visual-spatial disorders and compares available tests.

Haptonstall-Nykaza, Tamara S & Schick, Brenda
Transition from fingerspelling to English print: facilitating English decoding
Explores the usefulness of fingerspelling to act as a bridge between sign language and written oral language (ie, English).

Miller, Paul
Role of spoken and sign languages in the retention of written words by prelingually deafened native signers
A study of a group of hearing children and a group of deaf children (native signers) who were asked to remember written words. Mistakes made by the children showed differences between the two groups in how they tried to remember the words.

Young, Alys & Tattersall, Helen
Universal newborn hearing screening and early identification of deafness: parents' responses to knowing early and their expectations of child
A study comprising of interviews with parents of children who were correctly diagnosed as Deaf during the first phase of the newborn hearing screening programme.

Vermeulen, Anneke M ... [et al]
Reading comprehension of deaf children with cochlear implants
50 deaf children with at least 3 years of cochlear implant use were evaluated for reading comprehension and word recognition.
Conway, Christopher M; Karpicke, Jennifer; Pisoni, David B

**Contribution of implicit sequence learning to spoken language processing: some preliminary findings with hearing adults**


Research suggests that an ability to learn structured sequential patterns may underlie language acquisition. This study examined the extent to which sequence learning of structured patterns in hearing adults correlates with a spoken sentence perception task under degraded listening conditions.

Most, Tova & Peled, Miriam

**Perception of suprasegmental features of speech by children with cochlear implants and children with hearing aids**


A study comparing the performance of cochlear implanted children with those using hearing aids in specific tests aimed at deciphering suprasegmental features (ie intonation, syllable stress, word emphasis and word pattern.)

Fagan, Mary K; Pisoni, David B; Horn, David L; Dillon, Caitlin M

**Neuropsychological correlates of vocabulary, reading and working memory in deaf children with cochlear implants**


Looks at the variability of outcomes for young children with cochlear implants to identify suitability of candidates and educational programmes.

Most, Tova

**Speech intelligibility, loneliness and sense of coherence among deaf and hard-of-hearing children in individual inclusion and group inclusion**


Looks at how speech performance can affect the social wellbeing of deaf children in mainstream settings.

Grimes, Marian; Thoutenhoofd, Ernst D; Byrne, Delma

**Language approaches used with deaf pupils in Scottish schools: 2001-2004**

*Journal of Deaf Studies and Deaf Education*, Fall 2007, Vol 12 (4), p530-551

Outlines the language and communication modes used with deaf children in Scottish schools and discusses the qualifications and language skills of teachers involved in their education. Based upon results from the ADPS project.

Watson, Linda M; Hardie, Tim; Archbold, Sue M; Wheeler, Alexandra

**Parents’ views on changing communication after cochlear implantation**


A questionnaire was sent out to families of all children given a cochlear implant at a particular centre asking about communication choices and strategies since the cochlear implantation.

James, Deborah; Rajput, Kaukab; Brinton, Julie; Goswami, Usha

**Phonological awareness, vocabulary, and word reading in children who use cochlear implants: does age of implantation explain individual variability in**


Looks at reasons for variable outcomes in using spoken language with children who have a cochlear implant.
Adapting tests of sign language assessment for other sign languages: a review of linguistic, cultural and psychometric problems

Haug, Tobias & Mann, Wolfgang

Adapting tests of sign language assessment for other sign languages: a review of linguistic, cultural and psychometric problems


Looks at the possibility of adapting sign language tests from the USA and UK for use with other countries' sign languages.

Sign language and the brain: a review

Campbell, Ruth; MacSweeney, Mairéad; Waters, Dafydd

Sign language and the brain: a review


An exploration of the way the brain handles sign language information.

Your case will now be heard: sign language interpreters as problematic accommodations in legal interactions

Brunson, Jeremy L

Your case will now be heard: sign language interpreters as problematic accommodations in legal interactions


Looks at the experiences of deaf people in accessing and using sign language interpreters in legal situations. 12 people were interviewed.

Text communication preferences of deaf people in the United Kingdom

Pilling, Doria & Barrett, Paul

Text communication preferences of deaf people in the United Kingdom


Looks deaf people's attitudes to the text alternatives to voice telephony including e-mail, instant messenger, SMS, textphones and fax.

Development of the ability to recognize the meaning of iconic signs

Tolar, Tammy; Lederberg, Amy R; Gokhale, Sonali; Tomasello, Michael

Development of the ability to recognize the meaning of iconic signs


The researchers assessed children's ability to correctly interpret iconic sign language. Findings suggest that below 3 years old most children have difficulties with iconicity but that this develops during the preschool years.

Executive function and language in deaf children

Figueras, Berta; Edwards, Lindsey; Langdon, Dawn

Executive function and language in deaf children


Looks at planning and problem solving skills in deaf children.

Sign language comprehension: The case of Spanish Sign Language

Rodríguez Ortiz, I R

Sign language comprehension: The case of Spanish Sign Language


Looks at the efficacy of interpretation of Spanish Sign Language (LSE) in the wake of the recognition of LSE as an official language.
Burnham, Denis ... [et al]
Parameters in television captioning for deaf and hard-of-hearing adults: effects of caption rate versus text reduction on comprehension
Looks at the speed and modification of sentences of TV captioning to improve comprehension for deaf and hard of hearing people.

Krause, Jean C; Kegl, Judy A; Schick, Brenda
Toward extending the educational interpreter performance assessment to cued speech
A study of the use of an assessment tool for educational interpreters working with Cued Speech.

Rudner, Mary & Rönnberg, Jerker
Explicit processing demands reveal language modality-specific organization of working memory
*Journal of Deaf Studies and Deaf Education*, Fall 2008, Vol 13 (4), p466-484
Looks at how language uses the brain with reference to signed and spoken languages.

Remine, Maria D; Care, Esther; Brown, P Margaret
Language ability and verbal and nonverbal executive functioning in deaf students communicating in spoken English
*Journal of Deaf Studies and Deaf Education*, Fall 2008, Vol 13 (4), p531-545
Looks at how internal use of language affects the problem solving skills of deaf children who communicate using spoken English.

Marschark, Marc; Sapere, Patricia; Convertino, Carol; Pelz, Jeff
Learning via direct and mediated instruction by deaf students
A study of deaf students in mainstream further education being taught in sign language (either directly or through interpreters).

Spencer, Linda J & Tomblin, J Bruce
Evaluating phonological processing skills in children with prelingual deafness who use cochlear implants
Study of spoken language skills of deaf children with cochlear implants. Looks at the impact spoken language skills have on children learning to read.

McDermid, Campbell
Social construction of American Sign Language/English interpreters
ASL-English interpreters were asked to discuss their role as educators.

Scottish Sensory Centre
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<td><strong>Word-learning abilities in deaf and hard-of-hearing preschoolers: effect of lexicon size and language modality</strong></td>
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<td>Looks at how deaf children acquire new words. Children with larger vocabularies were found to be better at acquiring new words.</td>
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| **Rinaldi, Pasquale & Caselli, Cristina**  |
| **Lexical and grammatical abilities in deaf Italian preschoolers: the role of duration of formal language experience**  |
| A study of spoken language development in deaf preschoolers with hearing parents. The children studied did not have cochlear implants.  |

| **Emmorey, Karen; Korpics, Franco; Petronio, Karen**  |
| **Use of visual feedback during signing: evidence from signers with impaired vision**  |
| Signers who have visual impairments were compared with those with no visual impairments in terms of their use of signing space.  |

| **McQuarrie, Lynn & Parrila, Rauno**  |
| **Phonological representations in deaf children: rethinking the "functional equivalence" hypothesis**  |
| Studies deaf children's reading ability.  |

| **Berent, Gerald P; Kelly, Ronald R; Schmitz, Kathryn L; Kenney, Patricia**  |
| **Visual input enhancement via essay coding results in deaf learners' long-term retention of improved English grammatical knowledge**  |
| Applying techniques for learning English as an additional language to deaf learners.  |

| **Remmel, Ethan & Peters, Kimberly**  |
| **Theory of mind and language in children with cochlear implants**  |
| Research into the theory of mind of children with cochlear implants where they are able to distinguish between their own beliefs and knowledge and what other people believe or think.  |

| **Emmorey, Karen; Thompson, Robin; Colvin, Rachael**  |
| **Eye gaze during comprehension of American Sign Language by native and beginning signers**  |
| Researchers studied the eye movements of people while being signed to, native signers and beginners were compared.  |
Leigh, Irene W; Maxwell-McCaw, Deborah; Bat-Chava, Yael; Christiansen, John B
Correlates of psychosocial adjustment in deaf adolescents with and without cochlear implants: a preliminary investigation
*Journal of Deaf Studies and Deaf Education*, Spring 2009, Vol 14 (2), p244-259
Looks at the social functioning of young deaf people who have cochlear implants and those without. In particular examines communication choices as a factor.

Whitehead, Robert L ... [et al]
Suprasegmental characteristics of speech produced during simultaneous communication by inexperienced signers
Inexperienced hearing signers were studied to see how signing and speaking simultaneously affected their speech patterns and speed.

Geers, Ann E ... [et al]
Spoken language scores of children using cochlear implants compared to hearing age-mates at school entry
Looks at the spoken language development of young children with cochlear implants.

Ormel, Ellen; Hermans, Daan; Knoors, Harry; Verhoeven, Ludo
Role of sign phonology and iconicity during sign processing: the case of deaf children
This article explores the processes that are involved in the recognition of signs by deaf children.

Duchesne, Louise; Sutton, Ann; Bergeron, François
Language achievement in children who received cochlear implants between 1 and 2 years of age: group trends and individual patterns
French study of deaf children who had received a cochlear implant between 1 and 2 years old. Receptive and expressive vocabulary and grammar in spoken French language was assessed and compared to hearing peers. Children ranged from 3.5 to 8 years old.

Hermans, Daan; Knoors, Harry; Verhoeven, Ludo
Assessment of sign language development: the case of deaf children in the Netherlands
Describes the development of an assessment for the sign language of the Netherlands (SLN). Both receptive and expressive skills are assessed in the scheme.

Domínguez, Ana-Belén & Alegria, Jesús
Reading mechanisms in orally educated deaf adults
Examines the reading strategies of successful readers who are deaf. Most of the readers were educated in a purely oral education system.
Articles ♀ Deaf Communication

Fagan, Mary K & Pisoni, David B

**Hearing experience and receptive vocabulary development in deaf children with cochlear implants**


This study investigated receptive vocabulary delay in deaf children with cochlear implants.

Hyde, Merv; Punch, Renée; Komesaroff, Linda

**Coming to a decision about cochlear implantation: parents making choices for their deaf children**


Investigation of the experiences of parents making decisions about cochlear implants for their deaf children. Sources of information for decision making are discussed.

Toe, Dianne M & Paatsch, Louise E

**Communication skills used by deaf children and their hearing peers in a question-and-answer game context**


A trivia quiz game is used to assess the levels of understanding spoken language between hearing and deaf pupils, looking at repetition of questions, correct answering and clarification strategies.

Fajardo, Inmaculada; Parra, Elena; Cañas, José J

**Do sign language videos improve web navigation for deaf signer users?**


Looks at how sign language users might benefit from sign language navigation within websites rather than text.

Kushalnagar, Poorna; Hannay, H Julia; Hernandez, Arturo E

**Bilingualism and attention: a study of balanced and unbalanced bilingual deaf users of American Sign Language and English**


A study of bilingual deaf people where it was found that proficient bilingual individuals are able more easily to switch attention in a visual test than less proficient bilingual people.

Ruggirello, Caterina & Mayer, Connie

**Language development in a hearing and a deaf twin with simultaneous bilateral cochlear implants**


Study of fraternal twins' language development from 6 months to 3 years old where one child has a profound hearing loss and received cochlear implants at 1 year old, the other child has normal hearing.

Bass-Ringdahl, Sandie M

**Relationship of audibility and the development of canonical babbling in young children with hearing impairment**


A longitudinal investigation of vocalisation development in young deaf children. Looks at the emergence of babbling which consists of at least one vowel and one consonant and how the child's hearing loss affects this developmental milestone. All children in the study used hearing aids and were subsequently given cochlear implants during the
Articles ★ Deaf Communication

Allen, Thomas E & Anderson, Melissa L
Deaf students and their classroom communication: an evaluation of higher order categorical interactions among school and background characteristics
Looks at the factors (such as age, use of cochlear implant, parent’s hearing status and language used in the home) which determine use of spoken or signed language in the classroom.

Huttunen, Kerttu & Välimaa, Taina
Parents’ views on changes in their child’s communication and linguistic and socioemotional development after cochlear implantation
Young children who have a cochlear implant were studied to gauge the effect the implant has had on the communication and social aspects of the child’s life. Annual questionnaires were sent to parents over a 5 year period.

Most, Tova; Shina-August, Ella; Meilijson, Sara
Pragmatic abilities of children with hearing loss using cochlear implants or hearing aids compared to hearing children
This study looked at the spoken language abilities of children with hearing loss concentrating on appropriate use of language in context and other conversational skills.

Edwards, Lindsey ... [et al]
Verbal and spatial analogical reasoning in deaf and hearing children: the role of grammar and vocabulary
*Journal of Deaf Studies and Deaf Education*, Spring 2011, Vol 16 (2), p189-197
Explores how deaf children cope with analogies in language.

Haug, Tobias
Approaching sign language test construction: adaptation of the German Sign Language receptive skills test
*Journal of Deaf Studies and Deaf Education*, Summer 2011, Vol 16 (3), p343-361
The BSL receptive skills test is being used as a model to create a German equivalent.

Enns, Charlotte J & Herman, Rosalind C
Adapting the ‘Assessing British Sign Language Development: Receptive Skills Test’ into American Sign Language
The BSL receptive skills test is being used as a model to create an American equivalent.

Kushalnagar, P ... [et al]
Mode of communication, perceived level of understanding, and perceived quality of life in youth who are deaf or hard of hearing
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p512-523
Looks at the relationship between preferred communication mode of deaf adolescents and their emotional well-being and quality of life.
Sheffield, Ellyn G; Starling, Michael; Schwab, Daniel
**Bringing text display digital radio to consumers with hearing loss**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p537-552
Looks at how digital radio displays can help deaf people access radio information.

Ertmer, David J & Jung, Jongmin
**Prelinguistic vocal development in young cochlear implant recipients and typically developing infants: year 1 of robust hearing experience**
Study of the early vocalisations of recipients of cochlear implants.

Cramér-Wolrath, Emelie
**Attention interchanges at story-time: a case study from a deaf and hearing twin pair acquiring Swedish sign language in their deaf family**
A case study of twins (1 deaf, 1 hearing) within a deaf family and how they acquire sign language.

Johnston, Trevor
**Lexical frequency in sign languages**
Reports the results of a study of sign frequency in AUSLAN (Australian Sign Language). It aims to serve as a guide for prioritising signs which are used frequently for teaching of sign language.

Emmorey, Karen & Petrich, Jennifer A F
**Processing orthographic structure: associations between print and fingerspelling**
Looks at how letters can be grouped together when reading or fingerspelling for optimal understanding.

Dillon, Caitlin M; de Jong, Kenneth; Pisoni, David B
**Phonological awareness, reading skills, and vocabulary knowledge in children who use CI cochlear implants**
A study that compares children's phonological awareness with their reading skills and vocabulary.

Elliott, Eeva A; Braun, Mario; Kuhlmann, Michael; Jacobs, Arthur M
**Dual-route cascaded model of reading by deaf adults: evidence for grapheme to viseme conversion**
Looks at different variables which might come into play when deaf people read, including lipreading skills, sign language and phonological awareness.
Most, Tova; Gaon-Sivan, Gal; Shpak, Talma; Luntz, Michal

**Contribution of a contralateral hearing aid to perception of consonant voicing, intonation, and emotional state in adult cochlear implantees**

*Journal of Deaf Studies and Deaf Education*, Spring 2012, Vol 17 (2), p244-258

A study of people who have both a cochlear implant and a hearing aid and how this contributes to their spoken language skills.

Most, Tova; Ingber, Sara; Heled-Ariam, Einat

**Social competence, sense of loneliness, and speech intelligibility of young children with hearing loss in individual inclusion and group inclusion**


A study of the social skills of preschool children with hearing loss.

Anderson, Melissa L& Kobek Pezzarossi, Caroline M

**Is it abuse? Deaf female undergraduates’ labeling of partner violence**


A study of young deaf women and how they label abusive behaviour directed at them and how this can provide barriers to seeking help.

Knoors, Harry & Marschark, Marc

**Language planning for the 21st century: revisiting bilingual language policy for deaf children**


Revisits bilingual language planning and policies for deaf children in light of recent growth in universal newborn hearing screening, digital hearing aids and cochlear implants.

Antonopoulou, Katerina; Hadjikakou, Kika; Stampoltzis, Aglaia; Nicolaou, Nicoletta

**Parenting styles of mothers with deaf or hard-of-hearing children and hearing siblings**


A study of hearing parents of both deaf and hearing children, to see if parenting styles differed towards deaf or hearing siblings.

Kouwenberg, Maartje; Rieffe, Carolien; Theunissen, Stephanie CPM; Oosterveld, Paul

**Pathways underlying somatic complaints in children and adolescents who are deaf or hard of hearing**

*Journal of Deaf Studies and Deaf Education*, Summer 2012, Vol 17 (3), p319-332

Looks at the physical manifestations of stress such as headache, stomach ache and dizziness in deaf young people. This study documents the prevalence of this issue with a view to formulating strategies for prevention of and intervention in anxiety in deaf young people.

van Gent, Tiejo ... [et al]

**Self-concept and ego development in deaf adolescents: a comparative study**


A study of deaf adolescents to assess their levels of self-concept and ego development. Results are discussed in reference to interventions aimed at the well-being of deaf young people.
Effect of task in deaf readers’ graphophonological processes: a longitudinal study

Daigle, Daniel; Berthiaume, Rachel; Demont, Elisabeth

This article reports on an investigation of graphophonological processes in deaf readers of French over a 1-year period.

National perspective on teachers’ efficacy beliefs in deaf education

Garberoglio, Carrie Lou; Gobble, Mark E; Cawthon, Stephanie W

This US study of teachers involved in the education of deaf children explores the extent of the belief that teachers have of their ability to make an impact on children's performance.

Cultural and linguistic diversity of 3-year-old children with hearing loss

Crowe, Kathryn; McLeod, Sharynne; Ching, Teresa Y C

Data on the cultural, linguistic and demographic diversity of young deaf children is gathered in order to inform provision of services.

Consonant development in pediatric cochlear implant users who were implanted before 30 months of age

Spencer, Linda J & Guo, Ling-Yu

Spoken language production was assessed in children with cochlear implants received before they were 30 months old over a 4 year period.

Relationship between the linguistic environments and early bilingual language development of hearing children in deaf-parented families

Kanto, Laura; Hutunen, Kerttu; Laakso, Marja-Leena

Study assessing the spoken and signed language skills of hearing children (aged 3-12) in deaf families. Discusses optimal conditions for bilingual development.

Signed soliloquy: visible private speech

Zimmermann, Kathrin & Brugger, Peter

Discusses the sign language equivalent of "talking to yourself" and how this can be beneficial to daily functioning.

Signed language working memory capacity of signed language interpreters and deaf signers

Wang, Jihong & Napier, Jemina

A comparison of deaf signers and hearing interpreters of how good their working memory span is, in AUSLAN.
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<td>Rogers, Katherine D; Young, Alys; Lovell, Karina; Evans, Chris</td>
<td>Challenges of translating the clinical outcomes in routine evaluation-outcome measure (CORE-OM) into British Sign Language</td>
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<td>Berke, Michele</td>
<td>Reading books with young deaf children: strategies for mediating between American Sign Language and English</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
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<td>18 (3)</td>
<td>p299-311</td>
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<tr>
<td>Chovaz, Cathy J</td>
<td>Report of a deaf child with Tourette's disorder</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
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<td>Cormier, Kearsy; Smith, Sandra; Sevcikova, Zed</td>
<td>Predicate structures, gesture, and simultaneity in the representation of action in British Sign Language: evidence from deaf children and adults</td>
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<td>Luckner, John L &amp; Ayantoye, Catherine</td>
<td>Itinerant teachers of students who are deaf or hard of hearing: practices and preparation</td>
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<td>July 2013</td>
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<td>Coppens, Karien M; Tellings, Agnes; Schreuder, Robert; Verhoeven, Ludo</td>
<td>Developing a structural model of reading: the role of hearing status in reading development over time</td>
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<td>Hilton, Kristina; Jones, Fergal; Harmon, Sarah; Cropper, Jennifer</td>
<td>Adolescents’ experiences of receiving and living with sequential cochlear implants: an interpretative phenomenological analysis</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>October 2013</td>
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American Sign Language/English bilingual model: a longitudinal study of academic growth

Examines reading and mathematics development of deaf children taught through an American Sign Language (ASL)/English bilingual model. The study participants were exposed to the model for a minimum of 4 years.

Comparison of pragmatic abilities of children who are deaf or hard of hearing and their hearing peers

Pragmatic skills allow people to adjust their communication style according to the situation and are essential for good social skills. This study compares this skill in deaf and hearing children.

Relationships between spoken word and sign processing in children with cochlear implants

A study of the impact of learning both spoken language and sign language for children with cochlear implants.

Effects of a word-learning training on children with cochlear implants

Preschool children with cochlear implants participated in rapid word-learning training.

Factors associated with social interactions between deaf children and their hearing peers: a systematic literature review

Review of the literature relating to social interactions between deaf children and hearing children.

Sign vocabulary in deaf toddlers exposed to sign language since birth

Looks at the breadth of language attained by deaf children exposed to sign from birth and compares with hearing/speaking peers.

Effect of enhanced storybook interaction on signing deaf children’s vocabulary

Investigates an enhanced storybook reading intervention to improve young deaf children’s signing vocabulary.
Romero Lauro, Leonor J; Crespi, Marta; Papagno, Costanza; Cecchetto, Carlo

*Making sense of an unexpected detrimental effect of sign language use in a visual task*


Deaf sign language users were given visual and spatial short term memory tests to see if their language mode gave them an advantage in visuospatial tasks or not.

Bruin, Marieke & Nevøy, Anne

*Exploring the discourse on communication modality after cochlear implantation: a Foucauldian analysis of parents’ narratives*


After cochlear implantation parents often face a decision about whether sign language will be used. This study looks at the various influences that can affect the decision making process.

Anderson, Melissa L & Kobek Pezzarossi, Caroline M

*Violence against deaf women: effect of partner hearing status*


A study of communication modes and hearing status of partners and how this might affect incidence of domestic abuse - from a population of undergraduate students.

Kronenberger, William G; Colson, Bethany G; Henning, Shirley C; Pisoni, David B

*Executive functioning and speech-language skills following long-term use of cochlear implants*


Explores the relationship between neurocognitive processes such as executive functioning and speech and language skills in deaf children who have cochlear implants.

Beal-Alvarez, Jennifer S

*Deaf students’ receptive and expressive American Sign Language skills: comparisons and relations*


Children attending a residential school for the deaf were assessed for their skills in expressive and receptive ASL.

Corina, David P; Hafer, Sarah; Welch, Kearnan

*Phonological awareness for American Sign Language*


Explores phonological awareness of ASL users where it refers to elements of sign language such as handshape instead of sounds.

Sutton-Spence, Rachel & de Quadros, Ronice Müller

*“I am the book”—deaf poets’ views on signed poetry*


Looks at the aims of sign language poets rather than analysing the poetry itself. Deaf poets are the means by which their work is accessed and are therefore much more entwined with the poem than is the case with written poetry.
Wilson, Margaret & Emmorey, Karen
Working memory for sign language: a window into the architecture of the working memory system
Describes experiments with deaf users of American Sign Language that explore the extent to which working memory is determined by the constraints of auditory and visual processing and the extent to which it is determined by the characteristics of language.

Wilson, Margaret; Bettger, Jeffrey G; Niculae, Isabela; Klima, Edward S
Modality of language shapes working memory: evidence from digit span and spatial span in ASL signers
Deaf children who are native users of American Sign Language (ASL) and hearing children who are native English speakers performed three working memory tasks. Results indicate that language modality shapes the architecture of working memory.

Cheng, Sanyin & Zhang, Li-fang
Thinking style changes among deaf, hard-of-hearing, and hearing students
University students were studied to identify how their thinking styles altered over the course of one academic year.

Castellanos, Irina … [et al]
Concept formation skills in long-term cochlear implant users
Looks at a group of cochlear implant users’ concept formation skills where learners are able to categorise their knowledge of objects and concepts.

Mitchiner, Julie Cantrell
Deaf parents of cochlear-implanted children: beliefs on bimodal bilingualism
Deaf families were asked about their reasoning and beliefs behind using cochlear implants and bimodal/bilingual approaches with their deaf children.

López-Higes, Ramón; Gallego, Carlos; Martin-Aragoneses, Maria Teresa; Melle, Natalia
Morpho-syntactic reading comprehension in children with early and late cochlear implants
Looks at the literacy skills of children who received their cochlear implant before 2 years old and compares with those who were older when implanted.

Anible, Benjamin
Sensitivity to verb bias in American Sign Language-English bilinguals
Looks at how children who have learned English through writing alone choose verbs for their own writing.
Han, Min Kyung; Storkel, Holly L; Lee, Jaehoon; Yoshinaga-Itano, Christine
Influence of word characteristics on the vocabulary of children with cochlear implants
A study of spoken vocabulary of children with cochlear implants.

Lam-Cassettari, Christa; Wadnerkar-Kamble, Meghana B; James, Deborah M
Enhancing parent-child communication and parental self-esteem with a video-feedback intervention: outcomes with prelingual deaf and hard-of-
*Journal of Deaf Studies and Deaf Education*, Jul 2015, Vol 20 (3), p266-274
Looks at how an intervention strategy helps build self esteem in young, deaf children.

Marschark, Marc ... [et al]
Understanding language, hearing status, and visual-spatial skills
First year university students were assessed for sign language proficiency, speech and hearing and given 3 tasks relating to visual and spatial skills.

Roos, Carin; Cramér-Wolrath, Emelie; Falkman, Kerstin W
Intersubjective interaction between deaf parents/deaf infants during the infant’s first 18 months
Part of a longitudinal study of deaf parents and their interaction with their deaf babies.

Hauser, Peter C ... [et al]
American Sign Language comprehension test: a tool for sign language researchers
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p64-69
Describes the development of a web-based test for receptive skills in ASL.

Stamp, Rose; Sembri, Adam; Evans, Bronwen G; Cormier, Kearsy
Regional sign language varieties in contact: investigating patterns of accommodation
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p70-82
Participants from Belfast, Glasgow, Manchester and Newcastle were studied for their regional signing variation and how well they overcame differences in vocabulary.

Stamp, Rose
Do signers understand regional varieties of a sign language? a lexical recognition experiment
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p83-93
Participants from Belfast, Glasgow, Manchester and Newcastle were studied for their regional signing variation and recognition of the UK's various signs for colour.
Lund, Emily

**Vocabulary knowledge of children with cochlear implants: a meta-analysis**

*Journal of Deaf Studies and Deaf Education*, Apr 2016, Vol 21 (2), p107-121

Compares spoken language vocabulary of children with cochlear implants and their hearing peers.

Marschark, Marc; Sarchet, Thomastine; Trani, Alexandra

**Effects of hearing status and sign language use on working memory**


A study of working memory for visual-spatial tasks where oral deaf people are compared with hearing sign language interpreters as well as deaf signers and hearing nonsigners.

Beal-Alvarez, Jennifer S

**Longitudinal receptive American Sign Language skills across a diverse deaf student body**


A study of receptive signing skills in deaf children attending a residential school for the deaf.

Ambrose, Sophie E; Thomas, Anne; Moeller, Mary Pat

**Assessing vocal development in infants and toddlers who are hard of hearing: a parent-report tool**


Appraises an assessment used to look at the development of vocalisation in young babies, in particular how it works with those who have hearing loss.

Quinto-Pozos, David; Singleton, Jenny L; Hauser, Peter C

**Case of specific language impairment in a deaf signer of American Sign Language**

*Journal of Deaf Studies and Deaf Education*, April 2017, Vol 22 (2), p204-218

A deaf native signer with otherwise typical cognitive skills exhibits symptoms of specific language impairment while using ASL. This case study looked at possible reasons for the language problems.

Beal-Alvarez, Jennifer S & Figueroa, Daileen M

**Generation of signs within semantic and phonological categories: data from deaf adults and children who use American Sign Language**


A study of language development of deaf sign language users. Two key areas, semantic and phonological, were assessed.

Faes, Jolien; Gillis, Joris; Gillis, Steven

**Effect of word frequency on phonemic accuracy in children with cochlear implants and peers with typical levels of hearing**


Looks at the development of language in children with cochlear implants and compares with hearing peers.
Articles ✿ Deaf Communication

Williams, Joshua T; Stone, Adam; Newman, Sharlene D
Operationalization of sign language phonological similarity and its effects on lexical access
A study of sign language to see if the 'phonologically similar effect' applies to signs in ASL where words that follow similar patterns are harder to recall in short term memory tests.

Henner, Jon; Novogrodsky, Rama; Reis, Jeanne; Hoffmeister, Robert
Recent issues in the use of signed language assessments for diagnosis of language disorders in signing deaf and hard of hearing children
A discussion of some of the available signed language assessments and their limitations.

Elder, Brent C & Schwartz, Michael A
Effective deaf access to justice
A study of 8 deaf participants who have experience of accessing the justice system in Northern Ireland.

Toe, Dianne & Paatsch, Louise
Communicative competence of oral deaf children while explaining game rules
A study of primary school children looking at the communication between deaf children and their hearing peers.

McDaniel, Jena; Camarata, Stephen; Yoder, Paul
Comparing auditory-only and audiovisual word learning for children with hearing loss
A study of use of audio visual or audio only cue for deaf children developing spoken language skills.

Rinaldi, Pasquale ... [et al]
Sign language skills assessed through a sentence reproduction task
Sign language users were asked to reproduce a sentence in Italian Sign Language, comparing children (range of ages) and adults. to identify which elements of the language are most difficult to acquire.

Quick, Nancy; Harrison, Melody; Erickson, Karen
Multilingual analysis of spelling among children with cochlear implants
A study of spelling in children with cochlear implants and use spoken language as their primary mode of communication.

Scottish Sensory Centre
Toe, Dianne; Paatsch, Louise; Szarkowski, Amy

**Assessing pragmatic skills using checklists with children who are deaf and hard of hearing: a systematic review**


A synthesis of the literature that has been produced on the use of checklists for assessing the pragmatic linguistic skills of children who are deaf or have a hearing loss.

Secora, Kristen & Emmorey, Karen

**Social abilities and visual-spatial perspective-taking skill: deaf signers and hearing nonsigners**


Looks at how well hearing non-signers and deaf signers can understand each other's perspectives and how differently the two groups approach communication and social interaction.

Brozdowski, Chris; Secora, Kristen; Emmorey, Karen

**Assessing the comprehension of spatial perspectives in ASL classifier constructions**


Looks at how well deaf signers can understand each other's spatial perspectives (left and right placement etc) when placed directly opposite or to one side of each other.

Bayard, Clémence ... [et al]

**Cued speech enhances speech-in-noise perception**


A study of teenagers and adults who use hearing aids or cochlear implants to see how adding cued speech to their skills improved their perception of speech.

Krause, Jean C & Murray, Nancy J

**Signing Exact English transliteration: effects of speaking rate and lag time on production accuracy**

*Journal of Deaf Studies and Deaf Education*, Jul 2019, Vol 24 (3), p234-244

Looks at the accuracy of SEE interpreters at different speeds of spoken sources.

Kelly, Ciara ... [et al]

**Understanding of communicative intentions in children with severe-to-profound hearing loss**


Looks at how delay of language acquisition affects pragmatic skills to identify whether people are deliberately telling lies or are simply mistaken.

Veyvoda, Michelle A; Kretschmer, Robert; Wang, Ye

**Speech-language clinicians working with deaf children: a qualitative study in context**


Looks at the experiences of Speech and Language Therapists working with a range of children and young people who are deaf and hard of hearing in inclusive education settings.
Miller, Katrina R

Linguistic diversity in a deaf prison population: implications for due process


The Texan prison population formed the basis for this research into the diversity of communication options and the effect on their understanding of the legal process.

Bain, Lisa; Scott, Sam; Steinberg, Annie G

Socialisation experiences and coping strategies of adults raised using spoken language


A survey of deaf adults who were brought up using oral communication and the impact on their social skills.

Seal, Brenda C

Psychological testing of sign language interpreters


Sign language interpreters are tested using a number of psychological tests and the results are examined.

Storey, Brian & Jamieson, Janet R

Sign language vocabulary development practices and internet use among educational interpreters


This study asked educational sign language interpreters to outline their current practice in continuing to develop their vocabulary skills.

Singleton, Jenny L ... [et al]

Vocabulary use by low, moderate and high ASL-proficient writers compared to hearing ESL and monolingual speakers


The written vocabulary of ASL users is compared with children who use English as a second language as well as those who only speak English.

Spencer, Patricia

Individual differences in language performance after cochlear implantation at One to Three years of age: child, family and linguistic factors


A study of a small group of children in Australia who were given their cochlear implants before they were three years old. Reports on the communication skills of those children.

DeLuzioa, Joanne & Girolamettoa, Luigi

Peer interactions of preschool children with and without hearing loss


A study of the level and nature of communication during group play sessions between young deaf children in regular preschool programmes and their hearing peers.
Morrell, Vicky

Our lifeline

NDCS Magazine, Autumn 2011, No 22, p14-15
A family frustrated by the availability of BSL classes used the NDCS's Family Sign Language website to get started.

Grace's new ears

NDCS Magazine, Summer 2013, No 29, p19-21
Grace lost her hearing due to meningitis at 18 months old, her father tells the story of her hearing loss diagnosis and the steps to communication.

Brennan, Mary

Conjoining word and image in British Sign Language (BSL): an exploration of metaphorical signs in BSL

A discussion of the linguistic structure of BSL.

Komesaroff, Linda

Denying claims of discrimination in the federal court of Australia: arguments against the use of native sign language in education

Analyses two legal cases where parents in Australia sued their children's schools because of lack of sign language input in the classroom.

Pizer, Ginger; Walters, Keith; Meier, Richard P

Bringing up baby with baby signs: language ideologies and socialization in hearing families

An analysis of the functional roles of "baby signing" with hearing babies in 3 hearing families in the US.

MacSweeney, Mairéad

How does the brain understand 'rhyme' in sign language?

SignMatters, July 2006, p10-11
Researchers use brain imaging techniques to discover how BSL and English are processed by the brain. This article briefly discusses rhyming in English compared with identifying the same location in BSL signs.

Menchel, Robert S

Personal experience with speechreading

Robert lost his hearing at the age of 7 to meningitis. He talks of how he has relied on lipreading throughout his education and into employment and social life. He expresses his frustrations and his triumphs.
Head, Janet; Long, Margot Cusack; Stern, Virginia

**Speaking and listening behaviors of hearing-impaired adolescents**


Looks at how the teenage years can affect the way deaf children look at their speaking & listening eg improving or maintaining oral skills or abandoning in favour of sign language.

Yoshinaga-Itano, Christine; Stredler-Brown, Arlene; Jancosek, Elizabeth

**From phone to phoneme: what we can understand from babble**


Describes assessment techniques for monitoring the speech development of very young deaf children.
Ahmad, Waqar I U; Atkin, Karl; Jones, Lesley

Being deaf and being other things: young Asian people negotiating identities
Looks at the complexity of identity in deaf young people from Asian families.

Ridgeway, Sharon

Deaf people and psychological health: some preliminary findings
A study of the mental health of a sample of deaf people in north west England. Looks at how much participants identify with Deaf or hearing communities.

Coogan, Anne

Irish deaf women: their role in the deaf community
Deaf Worlds, 2005, Vol 21 (2), pS80-S93
Assesses the social position which women, particularly Deaf women, have within the Irish community.

Conama, John Bosco

Potential of the Centre for Deaf Studies (CDS): its role in enhancing social justice for the deaf community: a personal observation
Deaf Worlds, 2005, Vol 21 (2), pS94-S103
Examines the general perception of the new Centre for Deaf Studies based at Trinity College, Dublin.

Tijsseling, Corrie

From deafheid to Deafhood: a different perspective on deaf children
Reassesses some of the language and attitudes directed at children who are born deaf or who become deaf at an early stage. The author proposes that there should be no reason for deaf children to be delayed in their communication skills and that visual communication modes are a necessity.

Doe, Laura

Cochlear implants: are they really a threat to the deaf community?
Deaf Worlds, 2007, Vol 23 (1), p1-17
A discussion of each side of the debate on the ethical issues surrounding cochlear implants.

Turner, Graham H

Deaf studies project: more questions than answers
An overview and history of deaf studies in the UK.
van den Bogaerde, Beppie & Schermer, Trude
Deaf studies in the Nederlands
An overview of sign linguistics and deaf studies in the Netherlands.

van den Bogaerde, Beppie & Schermer, Trude
Deaf studies in Flanders: to be or not to be?
Deaf Worlds, 2007, Vol 23 (2&3), p50-68
An overview of sign linguistics and deaf studies in Flanders (Belgium).

Bagga-Gupta, Sangeeta
Going beyond the great divide: reflections from deaf studies, Orebro, Sweden
An overview of sign language and deaf studies in Sweden.

Thoutenhoofd, Ernst D
Science, social science and technologies of deafness: deaf studies and social change
How technology and the introduction, specifically, of cochlear implants impacts on deaf studies.

Rogers, Katherine D & Young, Alys M
Being a deaf role model: deaf people’s experiences of working with families and deaf young people
Focus groups were set up with deaf adults and key issues were identified: value of training, perceived benefits to families, managing expectations, attitudes to deafness and the personal impact of being a deaf mentor.

Clark, M Diane & Daggett, Dorri J
Exploring the presence of a deaf American cultural life script
Looks at the life events that deaf people highlighted as significant and compared with those of the general population.

Wong, Cara L; Ching, Teresa Y C; Whitfield, Jessica; Duncan, Jill
Online social participation, social capital and literacy of adolescents with hearing loss: a pilot study
A study of how deaf young people feel about social media.
| Sari, Hakan |
| articles about Deaf adolescents and communication modes | 2005, Vol 7 (4), p206-222 |
Deaf adolescents in Turkish residential schools were questioned on their identity/culture choices.

| Most, Tova; Wiesel, Amatzia; Blitzer, Tamar |
Authors surveyed teenagers with cochlear implants to discover how they thought of their "identity", ie, deaf, hearing, bicultural, marginal.

| Lane, Harlan |
The Deaf community seen as an ethnic group, rather than disabled.

| Weisel, Amatzia & Cinamon, Rachel Gali |
Looks at the perceptions teenagers have of deaf people's career possibilities.

| Johnston, Trevor |
| In one's own image: ethics and the reproduction of deafness | 2005, Vol 10 (4), p426-441 |
Discusses the ethics of intentionally choosing to or not to give birth to a deaf child through genetic screening techniques and artificial insemination etc.

| Czubek, Todd A & Greenwald, Janey |
Draws parallels between the fictional world of Harry Potter and the deaf experience.

| Nikoloraizi, Magda & Hadjikakou, Kika |
Analysis of the educational experiences of deaf people and its relation to their development of deaf identities.
Articles  ●  Deaf Culture & Community

Smiler, Kirsten & McKee, Rachel Locker
Perceptions of Maori Deaf identity in New Zealand
Examines the cultural & identity issues faced by deaf Maori people in New Zealand.

Obasi, Chijioke
Seeing the deaf in "Deafness"
Looks at the cultural identity of deaf people.

Boudreault, Patrick ... [et al]
Deaf adults’ reasons for genetic testing depend on cultural affiliation: results from a prospective, longitudinal genetic counseling and testing study
Looks at the reasons deaf people apply for genetic testing to discover the cause of their deafness.

Eckert, Richard Clark
Toward a theory of deaf ethnos: deafnicity
An overview of the key contributions to race and ethnicity discourse in the 20th Century and argues for the continuing significance of deaf ethnicity.

Humphries, Tom & Humphries, Jacqueline
Deaf in the time of the cochlea
Looks at the context in which deaf identities are formed.

Maxwell-McCaw, Deborah & Zea, Maria Cecilia
Deaf Acculturation Scale (DAS): development and validation of a 58-item measure
A study to develop a scale by which the cultural identities of deaf and hard of hearing people can be measured.

Pizer, Ginger; Walters, Keith; Meier, Richard P
“We communicated that way for a reason”: language practices and language ideologies among hearing adults whose parents are deaf
Looks at the language and culture choices of hearing adults from deaf families.

Scottish Sensory Centre
Articles - Deaf Culture & Community

Kunnen, E Saskia
Identity development in deaf adolescents
Studies identity development in young deaf people attending a school for the deaf.

Nelson Schmitt, Shawn S & Leigh, Irene W
Examining a sample of black deaf individuals on the deaf acculturation scale
Looks at the 'double minority' identities of black, deaf people in the USA.

Nyst, Victoria A S
Hereditary deafness in a former fishing village on the Dutch Coast
*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p94-103
Fifty years ago a study was done on the high levels of hereditary deafness in a remote village in the Netherlands. This study updates on the present day population and any lasting linguistic effects that this has had on the current deaf community.
Tellings, Agnes & Tijsseling, Corrie

Unhappy and utterly pitiable creature? Life and self-images of deaf people in the Netherlands at the time of the founding fathers of deaf education


Describes the transition of deaf children from specialist deaf schools into the broader community and work in the early 19th century in the Netherlands.

Scottish Sensory Centre
Stephens, Juliet

Making the grade


Looks at education support for deaf students.

Stephens, Juliet

Teach the children well

*Action on Hearing Loss Magazine*, Apr/May 2013, p26-28

First of a series exploring different educational options starting with Mary Hare School in Berkshire.

Schaper, Maike W & Reitsma, Peiter

Use of speech-based recoding in reading by prelingually deaf children


Evaluates the extent to which prelingually deaf school children who were educated orally made functional use of speech-based codes in reading processes.

Stewart, David A; Akamatsu, C Tane; Becker, Betsy

Aiming for consistency in the way teachers sign


Looks at a programme aimed at improving teachers' skills in coding English into sign and use of ASL.

Lartz, Maribeth N & Lestina, L Jill

Strategies deaf mothers use when reading to their young deaf or hard of hearing children


Six deaf mothers were video-taped while reading the same book and the observations were analysed. Six specific strategies where observed: sign placement; text paired with signed demonstration; real world connections; attention maintenance; physical demonstrations and non-manual signals.

Gabriel, Kamirka O S & Getch, Yvette Q

Parental training and involvement in sexuality education for students who are deaf


A study of sexuality topics being taught to deaf children and where parents are involved in the process.

Lillo-Martin, Diane C; Hanson, Vicki L; Smith, Suzanne T

Deaf readers’ comprehension of relative clause structures


Looks at the possible underlying reasons for some deaf learners to be good readers while others are poor. The research was prompted by similar studies on hearing children.
Samar VJ, Parasnis I

Dorsal stream deficits suggest hidden dyslexia among deaf poor readers: correlated evidence from reduced perceptual speed and elevated coherent motion detection thresholds


Prelingual deafness and developmental dyslexia have effects on reading acquisition. Therefore, standard reading assessment methods for diagnosing dyslexia are ineffective for use with deaf people. This medical study looks at alternative assessment methods.

Wamae, Gertrude M I & Kang’ethe-Kamau, Rachael W

Concept of inclusive education: teacher training and acquisition of English language in the hearing impaired


Discusses the relationships between language, hearing impairment and inclusion in the Kenyan context. The use of signed exact English is recommended to enhance opportunities for inclusion.

Turner, Vicky

Deaf children and literacy: identifying appropriate tools and learning environment


A review of research into the literacy of deaf children.

Tate, Granville; Collins, Judith; Tymms, Peter

Assessments using BSL: issues of translation for performance indicators in primary schools


Looks at adapted primary school assessments (National Curriculum) for pupils whose preferred language is BSL.

Thoutenhoofd, Ernst D

Inclusion of deaf pupils in standardised educational assessments: potential sources of differential item functioning (DIF)


Adapting existing primary school assessments from original English into BSL.

McKee, Rachel Locker

"As one deaf person to another": Deaf paraprofessionals in mainstream schools


In New Zealand Deaf adults have only had roles in schools for the last ten years. This reports on a study of the first cohort of Deaf paraprofessionals working in mainstream schools.

Boddis, Jessica

Are hearing-impaired students successful in mainstream education? What needs to be improved to achieve success?

*Deaf Worlds*, 2007, Vol 23 (1), p566-S91

Looks at student perception of mainstream education focussing on support and examinations.
Pritchard, Patricia
**Teaching of English to deaf pupils in Norway**
*Deaf Worlds*, 2007, Vol 23 (2&3), p103-117
Using BSL as part of teaching English to deaf children in Norway.

Cambra, Cristina
**Attitude of hearing students towards the integration of deaf students in the classroom**
Survey of hearing pupils' attitudes to inclusion of deaf pupils in their classroom. Data collected from 23 schools in Spain.

Smythe, R L & Bamford, J M
**Speech perception of hearing impaired children in mainstream acoustic environments: an exploratory study**
Looks at classroom acoustics compared with the more optimal conditions where deaf children are assessed.

Lynas, Wendy; Lewis, Sue; Hopwood, Vicky
**Supporting the education of deaf children in mainstream schools**
*Deafness and Education*, June 1997, Vol 21 (2), p41-45
Study into the role of the teacher of the deaf in mainstream schools.

Monkman, Helen & Baskind, Sue
**Are assistants effectively supporting hearing-impaired children in mainstream schools**
Study of classroom assistants supporting deaf pupils in one local authority. Records perceptions from class teachers, peripatetic teachers and the Head of Service, as well as the assistant themselves of their role.

Archbold, Sue; Robinson, Ken; Hartley, David
**UK teachers of the deaf: working with children with cochlear implants (survey)**
Survey of BATOD members asking about experience of and attitudes to cochlear implantation.

Hopwood, Vicky & Gallaway, Clare
**Evaluating the linguistic experience of a deaf child in a mainstream class: a case study**
Looks at the spoken language input for a deaf child in a mainstream classroom focussing on the extent to which the child is able to participate in classroom activities. Various teaching situations over a period are analysed, contrasting communication between the child and teachers or assistants.
Watson, Linda & Swanwick, Ruth
Parents' and teachers' views on deaf children's literacy at home: do they agree?
A study to investigate the views and beliefs of a group of parents of young deaf children and the teachers of the deaf who work with them.

Burman, Diana; Evans, Deborah; Nunes, Terezinha; Bell, Daniel
Assessing Deaf children’s writing in primary school: grammar and story development
An investigation into assessing children’s writing in English where their first language is BSL.

Eleweke, C Jonah ... [et al]
Information about support services for families of young children with hearing loss: a review of some useful outcomes and challenges
A paper on the information about support services given to parents of children who are deaf.

Brown, P Margaret & Remine, Maria D
Flexibility of programme delivery in providing effective family-centred intervention for remote families
Study of professionals and families involved in family-centred support and how the quality and equity of service is affected by this approach.

Rodd, Cathy & Young, Alys
Hearing impaired (HI) support services and caseload prioritisation
This study examines practical aspects of working practice for peripatetic teachers of the deaf in England; how they prioritise their caseloads and what influences this process.

Checker, Lisa J; Remine, Maria D; Brown, P Margaret
Deaf and hearing impaired children in regional and rural areas: Parent views on educational services
The purpose of this study was to investigate parental perspectives on visiting Teacher of the Deaf services provided to families in regional and rural Western Australia.

Watson, Linda M
Early print concepts: insights from work with young deaf children
Explores the early development of writing and mark making in very young deaf children. The study concentrates on children who are learning to communicate orally.
Suter, Sarah; McCracken, Wendy; Calam, Rachel

**Sex and relationships education: potential and challenges perceived by teachers of the deaf**

A study looking at the views of teachers of the deaf on the appropriateness current materials used for teaching sex education to deaf pupils.

Daigle, Daniel ... [et al]

**Syllabic processing in deaf readers of French: a second-language question?**

Looks at the differences between deaf learners (living in French-speaking Canada) reading in French and those reading French as a second language.

Bakar, Zaharah Abu; Brown, P Margaret; Remine, Maria D

**Sensitivity in interactions between hearing mothers and their toddlers with hearing loss: the effect of cochlear implantation**

Looks at the parents' involvement in providing good communication input for their deaf child who accesses spoken language through hearing aids or a cochlear implant.

Cambra, Cristina; Leal, Aurora; Sylvestre, Núria

**How deaf and hearing adolescents comprehend a televised story**

Compares deaf and hearing students' comprehension of a TV story shown without sound, with sound and then with sound and captions for the deaf participants.

Pagliaro, Claudia M and Kritzer, Karen L

**Learning to learn: an analysis of early learning behaviours demonstrated by young deaf/hard-of-hearing children with high/low mathematics ability**
*Deafness and Education International*, June 2010, Vol 12 (2), p54-76

Looks at the early learning behaviours of deaf children that might encourage successful acquisition of mathematical skills and how adults can intervene to good effect.

van der Kant, Anne; Vermeulen, Anneke; De Raeye, Leo; Schreuder, Robert

**Reading comprehension of Flemish deaf children in Belgium: sources of variability in reading comprehension after cochlear implantation**

Study which compares the literacy of children in Belgium with cochlear implants and a similar group from the Netherlands. Belgium has a longer history of newborn hearing screening and early cochlear implantation.

Ozbic, Martina & Kogovsek, Damjana

**Vowel format values in hearing and hearing impaired children: a discriminant analysis**

A study of vowel formation in deaf children's spoken language.

Scottish Sensory Centre
Brown, P Margaret & Paatsch, Louise
Beliefs, practices and expectations of oral teachers of the deaf
Compares the beliefs and practices of 28 oralist teachers of the deaf who employ either auditory verbal or auditory oral approaches.

Sutton-Spence, Rachel & Ramsey, Claire
What should we teach deaf children: deaf teachers' folk models in Britain, the USA and Mexico
Compares aspects of deaf identities which seem to transcend geographical barriers.

Swanwick, Ruth & Marschark, Marc
Enhancing education for deaf children: research into practice and back again
Looks at current research priorities for deaf education and looks at ways that practitioners can feed back into research and influence research directions.

Arfé, Barbara ... [et al]
Analogic and symbolic comparison of numerosity in preschool children with cochlear implants
Looks at the differences between children who have cochlear implants and hearing children regarding their approach and skills with identifying number sets.

Byrnes, Linda J
Listening to voices of students with disabilities: what do adolescents with hearing loss think about different educational settings?
*Deafness and Education International*, June 2011, Vol 13 (2), p49-68
Children who are deaf were asked about their views on different educational settings.

Vosganoff, Diane; Paatsch, Louise E; Toe, Dianne M
Mathematical and science skills of students who are deaf or hard of hearing educated in inclusive settings
*Deafness and Education International*, June 2011, Vol 13 (2), p70-88
A study of deaf children's achievements in Maths and Sciences in mainstream schools in Australia.

Jamieson, Janet R; Zaidman-Zait, Anat; Poon, Brenda
Family support needs as perceived by parents of preadolescents and adolescents who are deaf or hard of hearing
Reports on a survey of families about the support they received relating to the transition of their 10-18 year old deaf children and young people into adolescence.
Gottardis, Laura; Nunes, Terezinha; Lunt, Ingrid

**Synthesis of research on deaf and hearing children's mathematical achievement**

A literature review comparing deaf and hearing children's performance in mathematics.

Powers, Steve

**Learning from success: high achieving deaf students**

Reports on a study of 27 high-achieving deaf students in England aged between 14-18 years old. Parents of the deaf students and the deaf students themselves were interviewed to find out possible reasons for their good achievement.

Woll, Bencie

**Speechreading revisited**

The role of speechreading or lipreading is reassessed in light of widespread cochlear implants in deaf children.

Archbold, Sue & Mayer, Connie

**Deaf education: the impact of cochlear implantation?**

A review of the impact that cochlear implants have had on deaf education in terms of educational placement, communication choices and attainments.

McCracken, Wendy & Turner, Oliver

**Deaf children with complex needs: parental experience of access to cochlear implants and ongoing support**

A study of 51 deaf children with complex needs to find out about cochlear implant services for this group of children.

Vermeulen, Anneke; De Raeve, Leo; Langereis, Margreet; Snik, Ad

**Changing realities in the classroom for hearing-impaired children with cochlear implant**

Looks at the acoustic side of mainstreaming for deaf children who have cochlear implants and how it affects classroom performance.

De Raeve, Leo; Baerts, Johan; Colleye, Evelyne; Croux, Edith

**Changing schools for the deaf: updating the educational setting for our deaf children in the 21st century, a big challenge**

This paper shows how one school for the deaf (in Belgium) has adapted its educational setting to their changing population of deaf children, many of whom have cochlear implants.
Chute, Patricia M

**College experience for young adults with hearing loss**

Improved academic outcomes for deaf children with cochlear implants has seen an increase in deaf students applying for further and higher education. This paper, based on findings from the National Study of Student Engagement, highlights factors contributing to success for deaf students.

Swanwick, Ruth A; Kitchen, Ruth; Clarke, Paula J

**Practitioner talk on deaf children’s reading comprehension: analysing multiple voices**
*Deafness and Education International*, June 2012, Vol 14 (2), p100-120

This study used a focus group of deaf education practitioners (teachers, communication support workers and deaf instructors) to explore the factors that influence success for deaf children in reading comprehension skills.

Kritzer, Karen L

**Story of an outlier: ... a case study of one young deaf child and his journey towards early mathematical competence**
*Deafness and Education International*, June 2012, Vol 14 (2), p69-77

A study of a deaf child who demonstrated exceptional skills in mathematics from an early age. Family and individual factors to this success are considered.

Cannon, Joanna E & Guardino, Caroline

**Literacy strategies for deaf/hard-of-hearing English language learners: where do we begin?**

North American study of literacy strategies for deaf children whose home language is other than English or ASL. This study concentrates on children who were born in countries where English is not the primary language and who may find themselves needing to use between 2-4 different languages.

Gheitury, Amer; Sahraee, Ahmad Hosein; Hoseini, Maryam

**Language acquisition in late critical period: a case report**

A case study of an Iranian adult whose deafness was diagnosed formally at 3 years old and had very little early language input. The article concentrates on the written Persian skills of the subject.

Marschark, Marc & Knoors, Harry

**Educating deaf children: language, cognition, and learning**

Examines cognitive functioning among deaf learners, describing and integrating research that indicates them to differ significantly from hearing learners in ways likely to affect learning. Looks at visual-spatial processing, memory and executive functioning.

Saunders, Jo

**Support of deaf students in the transition between further education and school into higher education**

A study of the issues that deaf students may need to consider when applying for university and the services received in transition to higher education.
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<td>Use of a personalised story to encourage two young children with cochlear implants to communicate socially during unstructured play sessions.</td>
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<td>Roos, Carin</td>
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<td><strong>Young deaf children’s fingerspelling in learning to read and write: an ethnographic study in a signing setting</strong></td>
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<td>Part of a longitudinal study this paper looks at young sign language users to see what part fingerspelling plays in developing literacy skills</td>
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<td>Liu, Hsiu Tan; Liu, Chun Jung; Andrews, Jean F</td>
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<td><strong>Literacy and deaf students in Taiwan: issues, practices and directions for future research</strong></td>
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<td>Looks at how deaf learners acquire literacy in Taiwan.</td>
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<td>Powell, Denise &amp; Hyde, Merv</td>
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<td>An overview of historical changes in deaf education in New Zealand.</td>
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<td>Berthiaume, Rachel &amp; Daigle, Daniel</td>
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<td><strong>Morphological processing and learning to read: the case of deaf children</strong></td>
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<td><em>Deafness and Education International</em>, Dec 2014, Vol 16 (4), p185-203</td>
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<td>Many deaf students encounter great difficulty in learning to read. Usually phonological processing is identified as the source of their reading difficulty. However, recent studies have shown that morphological processing also plays an important part in reading.</td>
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<td>Brown, P Margaret &amp; Byrnes, Linda J</td>
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<td><strong>Development and use of individual learning plans for deaf and hard of hearing students in Victoria, Australia</strong></td>
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<td><em>Deafness and Education International</em>, Dec 2014, Vol 16 (4), p204-217</td>
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<td>This study investigated the Individual Learning Plans of deaf students in Victoria Australia. The students' assessment and planning portfolios were scrutinised for evidence of formal and informal assessment used to generate goals for the Individual Learning Plan.</td>
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<td>Brown, P Margaret &amp; Byrnes, Linda J</td>
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<td>Rudner, Mary ... [et al]</td>
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<td>Al-Zboon, Eman</td>
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Hendar, Ola & O'Neill, Rachel

**Monitoring the achievement of deaf pupils in Sweden and Scotland: approaches and outcomes**

Explores the patterns of achievements of deaf pupils to see if educational reforms have improved attainment outcomes.

Straley, Sara G; Werfel, Krystal L; Hendricks, Alison Eisel

**Spelling in written stories by school-age children with cochlear implants**

Children with cochlear implants were tested for their competence in spelling within their written stories.

Mayer, Connie ... [et al]

**Reading and writing skills of deaf pupils with cochlear implants**

A study of the literacy skills of deaf young people who have received cochlear implants. Results point to reading and writing problems that exist have more in common with those of hearing children than previously.

Erber, Norman P; Grant, Lois M; Leigh, Kathryn; Kenfield, Sara

**Narragram: a new way to describe children’s recall of stories**
*Deafness and Education International*, Sep 2016, Vol 18 (3), p120-123

Children were asked to re-tell a non-verbal story that they had watched on TV (Pingu - so not reliant on English). Results can be used to explain issues with communication when recall of events is required.

Most, Tova & Inger, Sara

**Effects of exposure to inclusion and socioeconomic status on parental attitudes towards the inclusion of deaf and hard of hearing children**

Parents of children with normal hearing were asked about their attitude to inclusion of deaf children into their child’s educational setting.

Kristoffersen, Ann-Elise & Simonsen, Eva

**Communities of practice: literacy and deaf children**

A study of an ordinary day in preschool settings to assess how deaf children in the class are making the most of literacy opportunities throughout the day.

Dostal, Hannah M & Wolbers, Kimberly A

**Examining student writing proficiencies across genres: results of an intervention study**
*Deafness and Education International*, Sep 2016, Vol 18 (3), p159-169

Deaf children aged 10-12 were given instruction on how to approach different types of writing. Results showed that the skills were transferrable to genres that had not been explicitly taught.
### Articles  ✶ Deaf Education

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<tr>
<td>Al-Dababneh, Kholoud Adeeb; Al-Zboon, Eman K; Akour, Mutasem Mohammad</td>
<td>Competencies that teachers need for teaching children who are deaf and hard-of-hearing (DHH) in Jordan</td>
<td><em>Deafness and Education International</em>, Dec 2016, Vol 18 (4), p172-188</td>
<td>Looks at the competences required by teachers in Jordan to teach children who are deaf.</td>
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<td>Borders, Christina M; Bock, Stacey; Probst, Kristi M</td>
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<td>Teruggi, Lilia A &amp; Gutiérrez-Cáceres, Rafaela</td>
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<td>A small study of deaf and hearing children aged 13-14 on their writing skills, specifically their approach to rewriting and editing their own compositions.</td>
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<td>Wang, Qiuying &amp; Andrews, Jean F</td>
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<td><em>Deafness and Education International</em>, Jun 2017, Vol 19 (2), p63-74</td>
<td>Looks at the techniques used to teach literacy skills to children who are deaf in China where the focus is on oral/aural instruction and hearing habilitation.</td>
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**Tricks, lies and mistakes: identifying Theory of Mind concepts within storybooks shared with deaf children**
*Deafness and Education International*, Jun 2017, Vol 19 (2), p75-83

An application of previous research into use of children's storybooks to develop theory of mind in children who are deaf.

Lissi, Maria Rosa; Sebastian, Christian; Iturriaga, Cristian; Vergara, Martin

**Chilean deaf adolescents’ experiences with reading: beliefs and practices associated to different types of reading activities**

Looks at how low reading levels affect deaf young people's experiences with books and reading.

Eilertsen, Lill-Johanne

**Constructing conditions of participation through play formats: children with hearing impairment and complex needs**

Children aged between 2-8 years were recorded in informal play sessions with peers. The research included a mixed group of children who have hearing loss and learning disabilities and children with no disabilities.

Brown, P Margaret & Watson, Linda M

**Language, play and early literacy for deaf children: the role of parent input**

Looks at the effectiveness of early interventions carried out by the parents of children who are deaf.

Schwarz, Amy Louise; Guajardo, Jennifer; Hart, Rebecca

**How do communication modes of deaf and hard-of-hearing prereaders influence teachers’ read-aloud goals?**

When teachers of deaf children read aloud, what strategies do they employ with children with hearing loss and why? The study explored the use of sign language, combined signing and speaking or spoken only.

Goldblat, Ester & Pinto, Ofir Y

**Academic outcomes of adolescents and young adults with hearing loss who received auditory-verbal therapy**

A study of young adults (ranging from 18-29) who were enrolled in Auditory-Verbal Therapy programmes on their academic achievements compared to a control group.

Chen, Pei-Hua & Liu, Ting-Wei

**Pilot study of telepractice for teaching listening and spoken language to Mandarin-speaking children with congenital hearing loss**

Investigates the use of video conferencing to deliver auditory-verbal therapy to deaf children in rural or remote areas of China.
Toofaninejad, Ehsan ... [et al]

Social media use for deaf and hard of hearing students in educational settings: a systematic review of literature

*Deafness and Education International*, Sep-Dec 2017, Vol 19 (3-4), p144-161

A literature review of social media and deaf children used for educational purposes.

Almotiri, Abdullah

Saudi deaf students post-secondary transitioning experience: a grounded theory study


Transition experiences for deaf students moving from Saudi to Gallaudet.

Guarinello, Ana Cristina ... [et al]

Speech language group therapy in the context of written language for deaf subjects in Southern Brazil


Investigates the written language skills of a group of deaf people in South Brazil.

Davison-Mowle, John; Leigh, Greg; Duncan, Jill; Arthur-Kelly, Michael

Description of the direct teaching activities of itinerant teachers of deaf and hard of hearing students


This study looked at the support activities provided by all peripatetic teachers of deaf children in Australian Capital Territory (the area around Canberra).

Bharadwaj, Sneha V & Lund, Emily

Comprehension monitoring strategy intervention in children with hearing loss: a single case design study


A study to examine the effectiveness of a monitoring strategy for teaching reading comprehension.

Davids, Ronel S; Roman, Nicolette V; Schenck, Catherina J

Interventions on parenting styles of hearing parents parenting children with a hearing loss: a scoping review


A review of the literature about the parenting styles of hearing parents who have children who are deaf.

Marschark, Marc ... [et al]

Relations of social maturity, executive function, and self-efficacy among deaf university students

*Deafness and Education International*, June 2018, Vol 20 (2), p100-120

Looks at the factors involved in socially appropriate behaviour and functioning of deaf students.
Numerical and real-world estimation abilities of deaf and hearing college students

This study aimed to ascertain the mathematical skills of young people with cochlear implants and those who use sign language. It included assessing their ability to estimate measurements such as 'how many pages in a book?'

University students’ attitudes towards deaf people: educational implications for the future

Hearing students who were taking either ASL or deaf studies courses as part of their studies were surveyed on their attitudes to deaf people.

Factors influencing caregiver decision making to change the communication method of their child with hearing loss

A small-scale study of hearing parents of deaf children and their motivation for decisions regarding changes to communication methods of their deaf children.

Factors influencing parents’ decisions about communication choices during early education of their child with hearing loss: a qualitative study

Parents from the Longitudinal Outcomes of Children with Hearing Impairment (LOCHI) study were interviewed about their decisions around communication for their child in the early years.

Relationships between caregiver decisions about communication approach and language outcomes for children using cochlear implants

Study looking at parental preferences regarding communication sources of information and outcomes for language development for children with cochlear implants.

Qualitative analysis of caregivers’ perspectives regarding using Auslan within a Bilingual-Bicultural (Bi-Bi) approach with their children who use

Parents' attitudes to using sign language as part of a bilingual programme with their children who have cochlear implants.

Infant Monitor of vocal Production (IMP) normative study: Important foundations

A study of the Infant Monitor of vocal Production on hearing children to investigate how well the assessment performs.
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**McLean, Tricia J ... [et al]**

**Barriers to engagement in early intervention services by children with permanent hearing loss**

Looks at effect of late engagement with services on the speech and language development of children with permanent hearing loss.

**Kecman, Emily**

**Old challenges, changing contexts: Reviewing and reflecting on information provision for parents of children who are deaf or hard-of-hearing**

An overview and personal experience of informed choice literature and how parents & children are helped to make decisions on communication modes.

**Hallenbeck, Taylor; Chouinard, Jill Anne; Enns, Charlotte**

**Generating new knowledge for the field of deaf/hard-of-hearing education: A meta-synthesis of case study research**

An exploration of approaches to new research into deaf education.

**Kermit, Patrick Stefan**

**Passing for recognition: deaf children’s moral struggles languaging in inclusive education settings**

Looks at how deaf children will pretend to understand more than they do in order to fit in in inclusive settings.

**Tapio, Elina**

**Patterned ways of interlinking linguistic and multimodal elements in visually oriented communities**

Looks at how members of the deaf community in Finland juggle the multilingual and multimodal aspects of daily communication.

**Dahlberg, Giulia Messina & Bagga-Gupta, Sangeeta**

**On the quest to “go beyond” a bounded view of language. Research in the intersections of the Educational Sciences, Language Studies and Deaf Studies**

A study of the research into language (and language learning) for deaf people, including bilingualism etc.

**Haualand, Hilde & Holmström, Ingela**

**When language recognition and language shaming go hand in hand - sign language ideologies in Sweden and Norway**

Looks at how legal recognition of sign languages in Norway and Sweden has affected the perceived status and acceptance of the languages. In these countries there is not usually strong support for minority languages.

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<td>Originally an address given at an NDCS conference. Looks at the idea of communication choice for families, the influence of professionals around them and how this ongoing process works.</td>
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<td>assessing and understanding an ongoing experience</td>
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<td>looking for a simple school communication policy and procedure</td>
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<td>Sign bilingual deaf children's approaches to writing: individual</td>
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<td>Individual case studies are presented of deaf children's approaches to translating BSL into written English.</td>
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<td>Value systems of deaf and hearing adolescents</td>
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<td>A study of deaf adolescents to compare their values with those of hearing peers and to determine the level of marginalisation of deaf people within society.</td>
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<td>Inclusion: what deaf pupils think: an RNID project undertaken by the</td>
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<td>A 'work in progress' report on a project to find out what deaf children's views are on inclusion.</td>
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Case for situated assessment and evaluation with students who are deaf
Assessing deaf pupils' progress in the curriculum within a classroom setting.

Polat, Filiz; Kalambouka, Afrodit; Boyle, Bill
After secondary school, what? The transition of deaf young people from school to independent living
Presents the findings of a national study on the transition of young deaf people from school to adult life.

Richardson, John T E; Barnes, Lynne; Fleming, Joan
Approaches to studying and perceptions of academic quality in deaf and hearing students in higher education
*Deafness and Education International*, 2004, Vol 6 (2), p100-122
Compares the experiences and perceptions of hearing and deaf students in higher education.

Hyde, Merv & Power, Des
Inclusion of deaf students: an examination of definitions of inclusion in relation to findings of a recent Australian study of deaf students in regular
*Deafness and Education International*, 2004, Vol 6 (2), p82-99
A study of inclusion practices in Australia where mainstreaming of deaf students is prevalent.

Brown, P Margaret & Remine, Maria D
Building pretend play skills in toddlers with and without hearing loss: Maternal scaffolding styles
Research into the involvement of hearing mothers in their child's pretend play. Both hearing and deaf children are included in the study.

Most, Tova
Effects of degree and type of hearing loss on children's performance in class
Study from Israel about academic performance of deaf mainstream pupils.

Swanwick, Ruth; Oddy, Anne; Roper, Tom
Mathematics and deaf children: an exploration of barriers to success
*Deafness and Education International*, 2005, Vol 7 (1) p1-21
Explores the reasons for deaf children's underachievement in mathematics.

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Issues and dilemmas in the production of standard information for parents of young deaf children: parents' views
Young, Alys ... [et al]
*Deafness and Education International*, 2005, Vol 7 (2), p63-76
Explores the provision of good information to parents of children who are deaf looking specifically at a draft document devised by NDCS for the Early Support Pilot programme.

Reciprocal utterances during interactions between deaf toddlers and their hearing mothers
Carey-Sargeant, Christa L & Brown, P Margaret
*Deafness and Education International*, 2005, Vol 7 (2), p77-97
Comparative study of deaf and hearing toddlers' verbal communication and interactions with their mothers.

What's in a diary? Di-EL first words
Nott, Pauline; Brown, P Margaret; Wigglesworth, Gillian
Case studies of parents using a diary technique to record a child's first 100 single words. This method can be used to monitor and investigate a child's language acquisition.

Social participation and career decision-making of hard-of-hearing adolescents in regular classes
Punch, Renée & Hyde, Merv B
Looks at the social experiences of teenagers who use oral/aural methods of communication compared with hearing peers in mainstream education settings.

Education reforms and English teaching for the deaf in Japan
Quay, Suzanne
An explanation of the current situation in Japan following large scale reforms to the Japanese education system with particular emphasis on language learning.

Framework for managing bullying that involves students who are deaf or hearing impaired
Dixon, Roz
Deaf adults feed back to the school system about the nature of bullying they experienced to aid formulation of strategies to combat bullying in schools.

Inclusion of students who are deaf or hard of hearing: secondary school hearing students' perspectives
Hung, Hsin-Ling & Paul, Peter V
Report from research into deaf students perspectives of inclusion within mainstream settings.
Jarvis, Joy & Iantaffi, Alessandra
"Deaf people don't dance": challenging student teachers' perspectives of pupils and inclusion
Defeafness and Education International, 2006, Vol 8 (2), p75-87
Report from research into student teachers' perspectives of inclusion of deaf pupils within mainstream settings.

Komesaroff, Linda R & McLean, Margaret A
Being there is not enough: inclusion is both deaf and hearing
Theories on the inclusion of deaf pupils within mainstream settings.

Barnes, Lynne
Formal qualifications for language tutors in higher education: a case for discussion
A qualitative study of language tutoring for deaf students in one UK university.

Rhoades, Ellen A
Research outcomes of auditory-verbal intervention: is the approach justified?
A study of the effectiveness of the auditory-verbal communication approach with deaf children.

Wakefield, Penny
Defeaf children’s approaches to spelling: difficulties, strategies and teaching techniques
Looks at the difficulties faced by deaf children in spelling English words.

Brown, P Margaret; Bakar, Zaharah Abu; Rickards, Field W; Griffin, P
Family functioning, early intervention support, and spoken language and placement outcomes for children with profound hearing loss
Looks at how the family copes with having a deaf child and how they see the transition from early years support into primary education. Looks at language outcomes and placement decisions.

Burman, Diana; Nunes, Terezinha; Evans, Deborah
Writing profiles of deaf children taught through British Sign Language
An investigation into assessing children's writing in English where their first language is BSL.
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Uzuner, Yildiz
Impact of strategies used in the balanced literacy approach on story grammar acquisition of three Turkish students with hearing loss: an action
*Deafness and Education International*, 2007, Vol 9 (1), p24-44
Looks at the comprehension of written language and story-writing abilities of 3 deaf students aged 20-24. All of the students had attended mainstream schools in Turkey.

Marschark, Marc; Rhoten, Cathy; Fabich, Megan
On ethics and deafness: research, pedagogy and politics
Considers the ethical aspects of deaf education concentrating on possible future developments.

Fortnum, Heather; Stacey, Paula; Barton, Garry; Summerfield, A Quentin
National evaluation of support options for deaf and hearing-impaired children: relevance to education services
Reports on a large survey of support options for deaf children in education services.

Sari, Hakan
Influence of an in-service teacher training (INSET) programme on attitudes towards inclusion by regular classroom teachers who teach deaf students in
Study of the effects of inservice training to improve attitudes of mainstream teachers to teaching deaf pupils.

Remine, Maria D; Brown, P. Margaret; Care, Esther; Rickards, Field
Relationship between spoken language ability and intelligence test performance of deaf children and adolescents
Looks at the problems in assessing IQ in children with varying spoken language skills using Wechsler Intelligence Scales for Children (WISC).

Rathmann, Christian; Mann, Wolfgang; Morgan, Gary
Narrative structure and narrative development in deaf children
Looks at the story writing aspect of literacy in sign bilingual deaf pupils. Special Issue: Sign Language and Deaf Education

Sutherland, Hilary; Young, Alys
I 'Hate English! Why? …' Signs and English from deaf children’s perception. Results from a preliminary study of deaf children's experiences of sign
Deaf children share their experiences of sign bilingual education and what it means to them to sign and to use English. Special Issue: Sign Language and Deaf Education

Scottish Sensory Centre
Gray, Colin D

Helping deaf children towards literacy during their primary school years: which skills should we be fostering?


Explores the many ways in which literacy is approached and makes recommendations for teaching deaf children.

Gray, David

Computer assisted learning and hearing-impaired children: Part I: Does CAL work?


Looks at the use of computer assisted learning to help deaf children.

Gray, David

Computer assisted learning and hearing-impaired children: Part II: The views of teachers of the deaf


Results of a survey of teachers of deaf children on the use of computer assisted learning.

Aldridge, Michelle; Timmins, Kathryn; Wood, Joanne

Professionals’ attitudes towards provision for hearing impaired children


A survey of teacher attitudes comparing a county in England with one in Wales on a variety of service provision issues.

Lewis, Sue

Reading achievements of a group of severely and profoundly hearing-impaired school leavers educated within a natural aural approach


A study of reading levels in a group of profoundly and severely deaf children.

MacSweeney, Mairead; Campbell, Ruth; Donlan, Chris

Varieties of short-term memory coding in deaf teenagers

*Journal of Deaf Studies and Deaf Education*, Fall 1996, Vol 1 (4), p249-262

Explores the codes and strategies used by deaf people in recalling lists of pictures in order to gain a clearer picture of the qualitative aspects of immediate memory in this group.

Mayer, Connie & Wells, Gordon

Can the linguistic interdependence theory support a bilingual-bicultural model of literacy education for deaf students?


Looks at the problems of using ASL as a language from which written English can be learned.
Marschark, Marc … [et al]
Access to postsecondary education through sign language interpreting
Reviews previous literature and describes a study looking at the effectiveness of sign language interpreting in tertiary education.

Jambor, Edina & Elliott, Marta
Self-esteem and coping strategies among deaf students
Looks at factors which contribute to good self esteem in deaf students at California State University.

Fung, Pan-Chung; Chow, Bonnie Wing-Yin; McBride-Chang, Catherine
Impact of a dialogic reading program on deaf and hard-of-hearing kindergarten and early primary school-aged students in Hong Kong
Investigates the effects of a dialogic reading method on deaf children in Hong Kong.

Schley, Sara & Albertini, John
Assessing the writing of deaf college students: reevaluating a direct assessment of writing
Looks at the NTID writing test and evaluates its current use and reliability.

Weisel, Amatzia; Most, Tova; Efron, Clara
Initiations of social interactions by young hearing impaired preschoolers
A restricted study of preschool children with a hearing impairment and their social skills.

Hadjikakou, Kika; Petridou, Lenia; Stylianou, Chryso
Evaluation of the support services provided to deaf children attending secondary general schools in Cyprus
A major study of the support services available to deaf children in mainstream secondary schools in Cyprus.

Vernon, McCay
Fifty years of research on the intelligence of deaf and hard of hearing children: a review of literature and discussion of implications
Classic paper from the 1960s reprinted to celebrate the journal's tenth anniversary. This paper was one of the first to challenge the perceived intellectual inferiority of Deaf people.
Bochner, Joseph H & Walter, Gerard G
Evaluating Deaf students' readiness to meet the English language and literacy demands of postsecondary educational programs
Looks at the mechanisms for testing literacy skills of prospective students who are deaf entering tertiary education in the USA.

Antia, Shirin D; Reed, Susanne; Kreimeyer, Kathryn H
Written language of deaf and hard-of-hearing students in public schools
*Journal of Deaf Studies and Deaf Education*, Summer 2005, Vol 10 (3), p244-255
Results of a survey of deaf children in mainstream schools in the USA looking at their written language skills.

Trezek, Beverly J & Malmgren, Kimber W
Efficacy of utilizing a phonics treatment package with middle school deaf and hard-of-hearing students
Using phonics to improve literacy for deaf pupils.

Miller, Paul
What the processing of real words and pseudohomophones can tell us about the development of orthographic knowledge in prelingually deafened
Looks at how deaf English learners approach reading.

Schick, Brenda; Williams, Kevin; Kupermintz, Haggai
Look who's being left behind: educational interpreters and access to education for deaf and hard-of-hearing students
A study of how effective sign language interpreters are in educational situations for students given that learning is mediated and not direct.

Masataka, Nobuo
Differences in arithmetic subtraction of nonsymbolic numerosities by deaf and hearing adults
Looks at the arithmetic skills of a group of deaf adults compared with a group of hearing adults. (Research carried out in Japan.)

Masataka, Nobuo ... [et al]
Neural correlates for numerical processing in the manual mode
Looks at numerical aspects of signed languages and how they are perceived by the brain.
Articles * Deaf Education

Ansell, Ellen & Pagliaro, Claudia M

**Relative difficulty of signed arithmetic story problems for primary level deaf and hard-of-hearing students**


Mathematical problem "stories" were presented to deaf children in sign language, solution strategies were analysed to determine if this method works as well as similar stories told orally to hearing peers.

Harris, Margaret & Moreno, Constanza

**Speech reading and learning to read: a comparison of 8-year-old profoundly deaf children with good and poor reading ability**


Compares the lipreading skills of children who have good literacy with those who have poor literacy.

Trezek, Beverly & Wang, Ye

**Implications of utilizing a phonics-based reading curriculum with children who are deaf or hard of hearing**


A study of the impact of a phonics-based reading scheme supplemented by visual phonics on the literacy skills of a group of deaf infants.

DeLuzio, Joanne & Girolametto, Luigi

**Joint attention strategies used by a preschool educator who is deaf**


Looks at the way a deaf preschool teacher attracts and maintains the attention of her students.

Chen, Kaili

**Math in motion: Origami math for students who are deaf and hard of hearing**


Outlines a method of teaching mathematics to deaf students using origami.

Kyle, Fiona E & Harris, Margaret

**Concurrent correlates and predictors of reading and spelling achievement in deaf and hearing school children**


Deaf and hearing children (7-8 years old) are assessed on reading, spelling etc to compare similarities and differences between the groups.

Bull, Rebecca; Blatto-Vallee, Gary; Fabich, Megan

**Subitizing, magnitude representation and magnitude retrieval in deaf and hearing adults**


This study examines basic number processing as a possible source of mathematical difficulties often experienced by deaf adults.
Articles | Deaf Education

**Young, Alys ... [et al]**
**Informed choice and deaf children: underpinning concepts and enduring challenges**
A report on the first stage of a study about informed choices for parents of deaf children.

**Cawthon, Stephanie W**
**National survey of accommodations and alternate assessments for students who are deaf or hard-of-hearing in the United States.**
Survey of what arrangements are in place for deaf students taking national assessments in the US.

**Czubek, Todd A**
**Blue Listerine, parochialism and ASL literacy**
An essay on the arguments surrounding the "literacy" of ASL. Followed by a response by Peter V Paul (p382-387).

**Kelly, Ronald R & Gaustad, Martha G**
**Deaf college students' mathematical skills relative to morphological knowledge, reading level and language proficiency**
A study of the relationship between mathematical ability and English language skills.

**Berent, Gerald P ... [et al]**
**Focus-on-form instructional methods promote deaf college students' improvement in English grammar**
Techniques for learning English as a second language are applied to deaf students.

**Antia, Shirin D; Sabers, Darrell L; Stinson, Michael S**
**Validity and reliability of the classroom participation questionnaire with deaf and hard of hearing students in public schools**
Examines the reliability of a questionnaire which is distributed to deaf children in mainstream classes in the US. The questionnaire concentrates on how well the student thinks they understand what is going on and how communication affects their experiences in the classroom.

**Knoors, Harry**
**Educational responses to varying objectives of parents of deaf children: a Dutch perspective**
An overview of deaf education in the Netherlands.
Marschark, Marc; Rhoten, Cathy; Fabich, Megan
**Effects of cochlear implants on children’s reading and academic achievement**
This article reviews the available evidence concerning the effects of paediatric cochlear implantation on the development of reading skills and academic achievements.

Korvorst, Marjolein; Nuerk, Hans-Christoph; Willmes, Klaus
**Hands have it: number representations in adult deaf signers**
A study of numerical signing which gives an insight into how deaf signers think about numbers and mathematics.

Trezek, Beverly J ... [et al]
**Using visual phonics to supplement beginning reading instruction for students who are deaf and hard of hearing**
A study using visual phonics to teach literacy to children from kindergarten to first grade.

Swanwick, Ruth & Watson, Linda
**Parents sharing books with young deaf children in spoken English and in BSL: the common and diverse features of different language settings**
Looks at the different approaches to reading books with young deaf children taken by families who use BSL and families who use spoken English.

Mayer, Connie
**What really matters in the early literacy development of deaf children?**
Early identification of hearing loss in children has led to increased expectations of literacy development in deaf children yet it remains the case that many deaf children do not go on to develop age-appropriate reading and writing abilities.

Blatto-Vallee, Gary ... [et al]
**Visual-spatial representation in mathematical problem solving by deaf and hearing students**
*Journal of Deaf Studies and Deaf Education*, Fall 2007, Vol 12 (4), p432-448
Compares performance of deaf and hearing students in solving mathematical problems with specific reference to use of visual-spatial representation.

Lang, Harry & Pagliaro, Claudia
**Factors predicting recall of mathematics terms by deaf students: implications for teaching**
Looks at the mathematics vocabulary retention of deaf students in secondary education. The article particularly notes use of signs (rather than fingerspelling) aided memory and learning.
Parents of deaf children seeking hearing loss-related information on the internet: the Australian experience
A study of the ways in which parents of deaf children use the internet to gather information on deafness.

Social integration of deaf children in inclusive settings
Survey of primary aged deaf children in The Netherlands into social integration at school.

Signed reading fluency of students who are deaf/hard of hearing
Explores ways to assess the fluency of deaf signing children reading in English. Often this fluency is assessed by reading aloud, however this may not be appropriate for deaf signers. The authors propose alternative methods.

Accommodations use for statewide standardized assessments: prevalence and recommendations for students who are deaf or hard of hearing
Survey of students to assess the most useful special arrangements (accommodations) for taking standard tests in the USA.

Modeling reading vocabulary learning in deaf children in bilingual education programs
The authors present an adapted version of Jiang's developmental model which measures vocabulary development in a second language for use with deaf children who are being taught bilingually.

Mode of acquisition as a factor in deaf children's reading comprehension
Examines the role of mode of acquisition of word meanings in reading comprehension, ie whether children acquire vocabulary best through perceptual (touching, seeing etc) or linguistic information (description).

Using balanced and interactive writing instruction to improve the higher order and lower order writing skills of deaf students
Looks at strategies to improve the writing skills of deaf children. Reports on a study of test groups aged between 7-14.
Narr, Rachel F
Phonological awareness and decoding in deaf/hard-of-hearing students who use visual phonics
Study of the impact of teaching literacy through visual phonics programmes for deaf children.

Most, Tova; Levin, Iris; Sarsour, Marwa
Effect of modern standard Arabic orthography on speech production by Arab children with hearing loss
Written Arabic conventions are studied to determine if they aid speech intelligibility in deaf children.

Reed, Susanne; Antia, Shirin D; Kreimeyer, Kathryn H
Academic status of deaf and hard-of-hearing students in public schools: student, home, and service facilitators and detractors
A study of the factors that affect deaf children in mainstream education that can help them or hinder them in their academic successes.

Kritzer, Karen L
Family mediation of mathematically based concepts while engaged in a problem-solving activity with their young deaf children
*Journal of Deaf Studies and Deaf Education*, Fall 2008, Vol 13 (4), p503-517
The mathematical understanding of young deaf children was assessed in a family context.

Hermans, Daan; Knoors, Harry; Ormel, Ellen; Verhoeven, Ludo
Relationship between the reading and signing skills of deaf children in bilingual education programs
*Journal of Deaf Studies and Deaf Education*, Fall 2008, Vol 13 (4), p518-530
Deaf children in bilingual education programmes were tested for signed and written vocabulary.

Freire, Sofia
Creating inclusive learning environments: difficulties and opportunities within the new political ethos
Review of inclusive policy in Portugal.

DesJardin, Jean L; Ambrose, Sophie E; Eisenberg, Laurie S
Literacy skills in children with cochlear implants: the importance of early oral language and joint storybook reading
Parents and children were recorded during storybook sessions and oral language skills were evaluated using the Reynell Developmental Language Scales.
LaSasso, Jana & Lollis, Carol

**Appropriateness of the NC state-mandated reading competency test for deaf students as a criterion for high school graduation**


Standardised reading test is examined for fairness towards pupils with additional support needs such as deafness.

Cawthon, Stephanie W & Wurtz, Keith A

**Alternate assessment use with students who are deaf or hard of hearing: an exploratory mixed-methods analysis of portfolio, checklists, and out-of-level test formats**


Looks at different alternative assessment methods for children who are deaf or hard of hearing.

Reitsma, Pieter

**Computer-based exercises for learning to read and spell by deaf children**


Reading exercises are evaluated through the use of computers to test how deaf children learn to read and spell.

Sarant, Julia Z ... [et al]

**Spoken language development in oral preschool children with permanent childhood deafness**


A study of preschool children who have been diagnosed as deaf.

Nunes, Terezinha ... [et al]

**Deaf children’s informal knowledge of multiplicative reasoning**


Looks at how deaf children develop their understanding of multiplication concepts.

Antia, Shirin D; Jones, Patricia B; Reed, Susanne; Kreimeyer, Kathryn H

**Academic status and progress of deaf and hard-of-hearing students in general education classrooms**


The standardised achievement test results of 197 mild to profoundly deaf students in mainstream education were studied.

Rydberg, Emelie; Gellerstedt, Lotta C; Danermark, Berth

**Toward an equal level of educational attainment between deaf and hearing people in Sweden?**


Surveys deaf adults’ levels of attainment to assess if educational reforms have been effective.
Articles ✶ Deaf Education

Convertino, Carol M ... [et al]
Predicting academic success among deaf college students
Looks at the factors affecting academic performance in deaf people.

Miller, Paul
Nature and efficiency of the word reading strategies of orally raised deaf students
Compares word reading strategies of deaf children who have been taught orally with those of hearing children.

Kritzer, Karen L
Barely started and already left behind: a descriptive analysis of the mathematics ability demonstrated by young deaf children
A group of deaf children, aged 4-6 years, were tested for early mathematics ability. Scores showed that none of the children tested were above average and that more than half had scores substantially below average. Possible explanations for this are offered.

Young, Alys; Gascon-Ramos, Maria; Campbell, Malcolm; Bamford, John
Design and validation of a parent-report questionnaire for assessing the characteristics and quality of early intervention over time
Results from a questionnaire to parents on the quality of multiprofessional early intervention following identification of deafness in young children.

Most, Tova & Aviner, Chen
Auditory, visual, and auditory-visual perception of emotions by individuals with cochlear implants, hearing aids, and normal hearing
Looks at how a cochlear implant can benefit children in terms of emotional perception (ability to identify happiness, anger, surprise, sadness, fear etc.)

Hadjikakou, Kika ... [et al]
Experiences of Cypriot hearing adults with deaf parents in family, school, and society
Looks at the educational experiences of hearing adults who have deaf parents.

Cheng, Shu-Fen & Rose, Susan
Investigating the technical adequacy of curriculum-based measurement in written expression for students who are deaf or hard of hearing
Looks at tests for measuring written skills of deaf children.
Fernandes, Jane K & Myers, Shirley Shultz

**Inclusive deaf studies: barriers and pathways**


Looks at different approaches to developing the field of deaf studies.

Kusters, Annelies

**Deaf utopias? reviewing the sociocultural literature on the World’s "Martha’s Vineyard situations"**


A review of the literature describing worldwide examples of communities with a high incidence of deafness (such as Martha’s Vineyard).

Myers, Shirley Shultz & Fernandes, Jane K

**Deaf studies: a critique of the predominant US theoretical direction**


Explores new ways to look at deaf studies in pace with changes in society in general.

Dammeyer, Jesper

**Psychosocial development in a Danish population of children with cochlear implants and deaf and hard-of-hearing children**


A study of deaf and hearing children to determine what factors are involved in the development of social and emotional difficulties.

Ingber, Sara & Dromi, Esther

**Actual versus desired family-centered practice in early intervention for children with hearing loss**


Looks at the effectiveness of family-centred approaches to early intervention with deaf children.

Mueller, Vannesa & Hurtig, Richard

**Technology-enhanced shared reading with deaf and hard-of-hearing children: the role of a fluent signing narrator**


In hearing children early shared reading experiences have been shown to be of great benefit. Technology and training with hearing parents of deaf children is demonstrated to improve this activity.

Cawthon, Stephanie W

**Science and evidence of success: two emerging issues in assessment accommodations for students who are deaf or hard of hearing**


US standardised assessments are now applied to deaf and hard of hearing pupils. This study looks at the adaptations and arrangements decided upon by teachers and the reasoning behind these decisions. Concentrates on science as a new compulsory area for the assessments.
### Articles ✿ Deaf Education

| Borders, Christina M; Barnett, David; Bauer, Anne M |
| How are they really doing? Observation of inclusionary classroom participation for children with mild-to-moderate deafness |
| *Journal of Deaf Studies and Deaf Education*, Fall 2010, Vol 15 (4), p348-357 |
| A study of how 5 children with mild-to-moderate deafness participated in inclusive classroom settings. |

| Richardson, John T E; Marschark, Marc; Sarchet, Thomastine; Sapere, Patricia |
| Deaf and hard-of-hearing students’ experiences in mainstream and separate postsecondary education |
| Looks at the differences between deaf students studying post-secondary courses on mainstream courses and those on programs delivered solely to deaf students. (Students attending NTID or RIT) |

| Punch, Renée & Hyde, Merv |
| Children with cochlear implants in Australia: educational settings, supports and outcomes |
| Teachers of deaf children with cochlear implants reported their perceptions of children’s functional outcomes in communication, academic, social, independence and identity areas. |

| Gozzi, Marta ... [et al] |
| Looking for an explanation for the low sign span: Is order involved? |
| Investigates the short-term memory involved in sign language versus spoken language. Lists of words were presented to a group of deaf signers and a group of hearing people to compare accurate recall by the participants. |

| Martin, Daniela; Bat-Chava, Yael; Lalwani, Anil; Waltzman, Susan B |
| Peer relationships of deaf children with cochlear implants: predictors of peer entry and peer interaction success |
| This study investigated factors that affect the development of positive peer relationships among deaf children with cochlear implants. |

| Gale, Elaine |
| Exploring perspectives on cochlear implants and language acquisition within the deaf community |
| *Journal of Deaf Studies and Deaf Education*, Winter 2011, Vol 16 (1), p121-139 |
| Survey of adults involved in the deaf community about their perspectives on cochlear implants. |

| Holt, Colleen M & Dowell, Richard C |
| Actor vocal training for the habilitation of speech in adolescent users of cochlear implants |
| This study examined the changes to speech production in deaf adolescents following a period of actor vocal training. |
Banner, Alyssa & Wang, Ye
**Analysis of the reading strategies used by adult and student deaf readers**
*Journal of Deaf Studies and Deaf Education*, Winter 2011, Vol 16 (1), p2-23
The reading skills of young adults and adults who are deaf were studied identifying successful reading strategies.

Harris, Margaret & Terlektsi, Emmanouela
**Reading and spelling abilities of deaf adolescents with cochlear implants and hearing aids**
*Journal of Deaf Studies and Deaf Education*, Winter 2011, Vol 16 (1), p24-34
Comparison of reading skills in groups of deaf young adults. One group uses hearing aids, the other group uses cochlear implants.

Albertini, John & Mayer, Connie
**Using miscue analysis to assess comprehension in deaf college readers**
Miscue analysis techniques are less often used with young adults and college students, this study explores their use with this older population.

Ducharme, D A & Arcand, Isabelle
**How do deaf signers of LSQ and their teachers construct the meaning of a written text?**
Looks at the strategies used by teachers and students who sign to learn to read. (LSQ = Langue des signes Québécoise)

Narr, Rachel F & Cawthon, Stephanie W
**“Wh” questions of visual phonics: What, who, where, when, and why**
*Journal of Deaf Studies and Deaf Education*, Winter 2011, Vol 16 (1), p66-78
A survey of teachers to find out how the visual phonics system is being used with deaf children in the USA.

Borgna, Georgianna ... [et al]
**Enhancing deaf students' learning from sign language and text: metacognition, modality, and the effectiveness of content scaffolding**
*Journal of Deaf Studies and Deaf Education*, Winter 2011, Vol 16 (1), p79-100
Experiments to explore the cognitive barriers deaf people face when learning to read.

Mayberry, Rachel I; del Giudice, Alex A; Lieberman, Amy M
**Reading achievement in relation to phonological coding and awareness in deaf readers: a meta-analysis**
*Journal of Deaf Studies and Deaf Education*, Spring 2011, Vol 16 (2), p164-188
Looks at the relation between reading ability and children's understanding and awareness of how written language relates to the sound patterns of spoken language.

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<td>Cawthon, Stephanie W</td>
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**Effects of American sign language as an assessment accommodation for students who are deaf or hard of hearing**  
*Journal of Deaf Studies and Deaf Education*, Spring 2011, Vol 16 (2), p198-211  
Looks at the different circumstances under which ASL interpretation is provided for deaf students in an examination situation. Discusses whether such accommodations give unfair advantage, make no difference or provide equality with hearing students. |
| Friedmann, Naama & Szterman, Ronit  |  
**Comprehension and production of wh-questions in deaf and hard-of-hearing children**  
*Journal of Deaf Studies and Deaf Education*, Spring 2011, Vol 16 (2), p212-235  
Looks at how syntax produced by deaf children is affected by early limited language input. |
| Bauman, Sheri & Pero, Heather  |  
**Bullying and cyberbullying among deaf students and their hearing peers: an exploratory study**  
*Journal of Deaf Studies and Deaf Education*, Spring 2011, Vol 16 (2), p236-253  
Survey of deaf students in secondary education on the incidence of bullying and cyberbullying. |
| Hintermair, Manfred  |  
**Health-related quality of life and classroom participation of deaf and hard-of-hearing students in general schools**  
Survey of deaf children at mainstream schools using the "Inventory of Life Quality of children and youth" and the "Classroom Participation Questionnaire". Results are compared with a survey of hearing children. |
| Nielsen, Diane Corcoran; Luetke, Barbara; Stryker, Deborah S  |  
**Importance of morphemic awareness to reading achievement and the potential of signing morphemes to supporting reading development**  
Looks at children’s ability to understand unfamiliar words through breaking them down to their constituent parts. Signing exact English can help to explore this with deaf children. |
| Kyle, Fiona E & Harris, Margaret  |  
**Longitudinal patterns of emerging literacy in beginning deaf and hearing readers**  
Compares the emerging literacy of young deaf children with young hearing children. The deaf children in the study varied in their preferred modes of communication. |
| Yi, Kwangoh ... [et al]  |  
**Korean deaf adolescents’ awareness of thematic and taxonomic relations among ordinary concepts represented by pictures and written words**  
Looks at deaf teenagers’ ability to group items and tests whether the task is easier either by using words or pictures. |
Articles ✶ Deaf Education

Dobel, Christian ... [et al]
**Conceptual representation of actions in sign language**
*Journal of Deaf Studies and Deaf Education*, Summer 2011, Vol 16 (3), p392-400
Compares how native German sign language users understand actions from a signed description varies from how hearing people understand actions described verbally.

Willoughby, Louisa
**Sign language users’ education and employment levels: keeping pace with changes in the general Australian population?**
*Journal of Deaf Studies and Deaf Education*, Summer 2011, Vol 16 (3), p401-413
Uses census information to track the employment and education levels of deaf people in Victoria, Australia and compares these with the general population.

Kelly, Ronald R & Berent, Gerald P
**Semantic and pragmatic factors influencing deaf and hearing students’ comprehension of English sentences containing numeral quantifiers**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p419-436
Looks at how deaf children understand English sentences relating to the quantitative aspects of their meaning (e.g., words like every, a, three etc.).

Cannon, Joanna E; Easterbrooks, Susan R; Gagné, Phill; Beal-Alvarez, Jennifer
**Improving DHH students' grammar through an individualized software program**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p437-457
Use of a computer program to improve English grammar of deaf children who use ASL to communicate.

Bouton, Sophie; Bertoncini, Josiane; Serniclaes, Willy; Colé, Pascale
**Reading and reading-related skills in children using cochlear implants: prospects for the influence of cued speech**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p458-473
Study assessing the reading skills of children who have a cochlear implant.

Punch, Renée & Hyde, Merv
**Social participation of children and adolescents with cochlear implants: a qualitative analysis of parent, teacher, and child interviews**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p474-493
Looks at children with a cochlear implant and how this has affected their emotional well-being and peer relationships.

McIlroy, Guy & Storbeck, Claudine
**Development of deaf identity: an ethnographic study**
*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p494-511
Researchers spoke to deaf adults about being deaf, their education and identity.
**Articles on Deaf Education**

**Schley, Sara ... [et al]**

**Effect of postsecondary education on the economic status of persons who are deaf or hard of hearing**

*Journal of Deaf Studies and Deaf Education*, Fall 2011, Vol 16 (4), p524-536

Looks at the effect of post-secondary education for deaf young people has on their longer term socio-economic status and employment prospects.

**Qi, Sen & Mitchell, Ross E**

**Large-scale academic achievement testing of deaf and hard-of-hearing students: past, present, and future**


Looks at how pupils who are deaf cope with the Stanford Achievement Test which is a nationwide testing programme in the USA.

**Wolbers, Kimberly A; Dostal, Hannah M; Bowers, Lisa M**

**“I was born full deaf.” Written language outcomes after 1 year of strategic and interactive writing instruction**


Describes an intervention to improve deaf children's written language.

**Beal-Alvarez, Jennifer S; Lederberg, Amy R; Easterbrooks, Susan R**

**Grapheme-phoneme acquisition of deaf preschoolers**


A study of phonics use with young deaf children.

**Marschark, Marc ... [et al]**

**Print exposure, reading habits, and reading achievement among deaf and hearing college students**

*Journal of Deaf Studies and Deaf Education*, Winter 2012, Vol 17 (1), p61-74

Students were asked to indicate where they recognised book and magazine titles as a measure of print exposure and compared this result with reading achievements. The study included 100 deaf students and 100 hearing students.

**Miller, Paul ... [et al]**

**Factors distinguishing skilled and less skilled deaf readers: evidence from four orthographies**

*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p439-462

A study of the factors underlying variance in reading comprehension skills of deaf children looking at 4 different orthographies.

**Spencer, Linda J; Tomblin, J Bruce; Gantz, Bruce J**

**Growing up with a cochlear implant: education, vocation, and affiliation**

*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p483-498

Quality of life and deaf identity scales are used to assess the grown-up social status of people who were given cochlear implants between 1987-1999 before their 15th birthday.
Articles ✪ Deaf Education

Guardino, Caroline & Antia, Shirin D
*Modifying the classroom environment to increase engagement and decrease disruption with students who are deaf or hard of hearing*

*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p518-533
A study of environmental interventions in the classroom which aimed to reduce disruptive behaviour in deaf children.

Emmorey, Karen; Petrich, Jennifer A F; Gollan, Tamar H
*Bimodal bilingualism and the frequency-lag hypothesis*

There is a hypothesis that bilingual people exhibit slower word retrieval and this study looks at how this applies to bilingual sign language users.

Tomasuolo, Elena ... [et al]
*Deaf children attending different school environments: sign language abilities and theory of mind*

Compares linguistic and theory of mind skills of signing deaf children with their hearing peers.

Kritzer, Karen L & Pagliaro, Claudia M
*Intervention for early mathematical success: outcomes from the hybrid version of the Building Math Readiness Parents as Partners (MRPP) project*

Reports on a project concerning low levels of achievement in mathematics amongst deaf and hard-of-hearing children. Parents were encouraged to foster mathematical concepts in their young children (preschool).

Schick, Brenda ... [et al]
*School placement and perceived quality of life in youth who are deaf or hard of hearing*

A study examining the relationship between quality of life and educational placement.

Musengi, Martin; Ndofirepi, Amasa; Shumba, Almon
*Rethinking education of deaf children in Zimbabwe: challenges and opportunities for teacher education*

A study of deaf education in Zimbabwe

Pagliaro, Claudia M & Kritzer, Karen L

*Journal of Deaf Studies and Deaf Education*, April 2013, Vol 18 (2), p139-160
A review of the levels of mathematics skills in young deaf children (aged 3-5). A group of children were assessed using standard and non-standard tests.
Ziv, Margalit; Most, Tova; Cohen, Shirit
Understanding of emotions and false beliefs among hearing children versus deaf children
Three groups of children (aged 5-7) were tested to find out their understanding of emotional cues; one hearing group, one oral group and one signing group.

Wiefferink, Carin H ... [et al]
Emotion understanding in deaf children with a cochlear implant
*Journal of Deaf Studies and Deaf Education*, April 2013, Vol 18 (2), p175-186
A comparative study of young children with cochlear implants with those who have no hearing loss to measure their emotional recognition and understanding.

Guo, Ling-Yu; Spencer, Linda J; Tomblin, J Bruce
Acquisition of tense marking in English-speaking children with cochlear implants: a longitudinal study
Looks at the development of English grammar in children with cochlear implants, specifically looking at the recognition and correct use of tenses (eg past tense).

Miller, Elizabeth M; Lederberg, Amy R; Easterbrooks, Susan R
Phonological awareness: explicit instruction for young deaf and hard-of-hearing children
*Journal of Deaf Studies and Deaf Education*, April 2013, Vol 18 (2), p206-227
Young children who are deaf or hard of hearing using spoken language as their usual mode of communication were studied for their phonological awareness.

Stanzione, Christopher M; Perez, Susan M; Lederberg, Amy R
Assessing aspects of creativity in deaf and hearing high school students
*Journal of Deaf Studies and Deaf Education*, April 2013, Vol 18 (2), p228-241
Deaf young people who use sign language participated in a study where creative thinking was assessed. The study used a control group of hearing students from the same geographical area.

Cheung, Ka Yan; Leung, Man Tak; McPherson, Bradley
Reading strategies of Chinese students with severe to profound hearing loss
*Journal of Deaf Studies and Deaf Education*, July 2013, Vol 18 (3), p312-328
Explores the reading skills of deaf children in China.

Hintermair, Manfred
Executive functions and behavioral problems in deaf and hard-of-hearing students at general and special schools
Study of deaf children in mainstream schools and special schools relating to their executive functions (impulse control, emotional understanding, and acquisition of problem-solving strategies).
Trezek, Beverly J & Hancock, Gregory R
Implementing instruction in the alphabetic principle within a sign bilingual setting
*Journal of Deaf Studies and Deaf Education*, July 2013, Vol 18 (3), p391-408
Remedial work in alphabetical principles is used with deaf children to help develop reading skills.

Crume, Peter K
Teachers' perceptions of promoting sign language phonological awareness in an ASL/English bilingual program
Looks at how spoken language phonological awareness developed at home and school can lead to improvements in reading performance in young children. Also looks at the possibility that some deaf students benefit from teachers who promote sign language phonological awareness.

Powell, Denise; Hyde, Merv; Punch, Renée
Inclusion in postsecondary institutions with small numbers of deaf and hard-of-hearing students: highlights and challenges
Looks at the challenges faced by deaf students in New Zealand attending tertiary education.

Yoshinaga-Itano, Christine
Principles and guidelines for early intervention after confirmation that a child is deaf or hard of hearing
*Journal of Deaf Studies and Deaf Education*, April 2014, Vol 19 (2), p143-175
A new update of the position statement of the Joint Committee on Infant Hearing, the guidelines for early intervention for children who are deaf.

Leppo, Rachel H T; Cawthon, Stephanie W; Bond, Mark P
Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion
Looks at the additional support required by pupils and students who are deaf and have other disabilities.

Shaver, Debra M; Marschark, Marc; Newman, Lynn; Marder, Camille
Who is where? Characteristics of deaf and hard-of-hearing students in regular and special schools
A study of deaf children in US schools, looks at children with a range of abilities and in different types provision.

Miller, Paul ... [et al]
Comparison of the letter-processing skills of hearing and deaf readers: evidence from five orthographies
Examines the letter processing skills of prelingually deaf and hearing children who use different orthographies (Hebrew, Arabic, English, German, and Turkish).
Articles  ●  Deaf Education

Davidson, Kathryn; Lillo-Martin, Diane; Pichler, Deborah Chen
Spoken English language development among native signing children with cochlear implants
Deaf children of deaf adults who have received cochlear implants are studied to see how their spoken language develops.

Stinson, Michael S; Elliot, Lisa B; Easton, Donna
Deaf/hard-of-hearing and other postsecondary learners’ retention of STEM content with tablet computer-based notes
A study of students including groups of hearing and deaf students to assess the use of tablet computers for learning about science, technology, engineering and mathematics subjects.

Ellis, M Kathleen; Lieberman, Lauren J; Dummer, Gail M
Parent influences on physical activity participation and physical fitness of deaf children
Study of how far parent's attitudes influence deaf children's participation in physical activities.

Mounty, Judith L; Pucci, Concetta T; Harmon, Kristen C
How deaf American Sign Language/English bilingual children become proficient readers: an emic perspective
Looks at how deaf bilingual readers transition from 'learning to read' to 'reading to learn'.

Xie, Yu-Han; Potměšil, Miloň; Peters, Brenda
Children who are deaf or hard of hearing in inclusive educational settings: a literature review on interactions with peers
Describes how deaf children interact with hearing peers in inclusive settings, illustrate the difficulties and challenges and identifies effective interventions.

Lederberg, Amy R; Miller, Elizabeth M; Easterbrooks, Susan R; Connor, Carol McDonald
Foundations for literacy: an early literacy intervention for deaf and hard-of-hearing children
Evaluates a preschool early literacy intervention created specifically for deaf children with residual hearing.

Convertino, Carol; Borgna, Georigianna; Marschark, Marc; Durkin, Andreana
Word and world knowledge among deaf learners with and without cochlear implants
Research into the incidental learning opportunities of cochlear implant users.
Doković, Sanja … [et al]
Can mild bilateral sensorineural hearing loss affect developmental abilities in younger school-age children?
Examines the influence of hearing loss on the developmental abilities of younger school age children.

Garrison, Wayne; Long, Gary; Dowaliby, Fred
Working memory capacity and comprehension processes in deaf readers
Studies memory skills in relation to reading comprehension in deaf children.

Bebko, James M & Metcalfe-Haggert, Alisa
Deafness, language skills, and rehearsal: a model for the development of a memory strategy
Looks at "rehearsal" memory techniques (which rely on language) as used by deaf children.

Benedict, Kendra M; Rivera, Maria C; Antia, Shirin D
Instruction in metacognitive strategies to increase deaf and hard-of-hearing students’ reading comprehension
An intervention study of a strategy to improve reading comprehension in deaf children which involves "Comprehension, Check and Repair".

Bock, Christina M; Borders, Stacey Jones, Szymanski, Christen
Teacher ratings of evidence-based practices from the field of autism
*Journal of Deaf Studies and Deaf Education*, Jan 2015, Vol 20 (1), p91-100
Teachers of deaf children were surveyed for their knowledge of evidence-based practices from the field of autism spectrum disorders.

Hoffman, Michael F; Quittner, Alexandra L; Cejas, Ivette
Comparisons of social competence in young children with and without hearing loss: a dynamic systems framework
A study of deaf young children comparing social development with their hearing peers. Supports the need for early intervention with this group.

Apel, Kenn & Masterson, Julie J
Comparing the spelling and reading abilities of students with cochlear implants and students with typical hearing
This study tries to identify the reasons for poor spelling performance in children who are deaf.

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Evaluating the structure of early English literacy skills in deaf and hard-of-hearing children

Children with some speech perception were evaluated for their phonological awareness, alphabetical awareness and vocabulary using a variety of language and literacy assessments.

Messier, Jane & Wood, Carla

Facilitating vocabulary acquisition of children with cochlear implants using electronic storybooks

Researchers used ebooks to identify vocabulary acquisition in children with cochlear implants.

Moreno-Pérez, Francisco J; Saldaña, David; Rodríguez-Ortiz, Isabel R

Reading efficiency of deaf and hearing people in Spanish

This study analysed the relation between phonological processing, speechreading, vocabulary, reading speed and accuracy with reading efficiency in a sample of deaf people and hearing people.

Wolbers, Kimberly A ... [et al]

Writing performance of elementary students receiving strategic and interactive writing instruction

Describes a strategy which has been shown to improve the writing of young deaf and hard of hearing school children.

Michael, Rinat; Cinamon, Rachel Gali; Most, Tova

What shapes adolescents’ future perceptions? The effects of hearing loss, social affiliation, and career self-efficacy

Looks at some of the issues relating to adolescents perceptions of their future lives comparing culturally Deaf young people with hard of hearing and hearing young people.

Smith, Scott R; Kushalnagar, Poorna; Hauser, Peter C

Deaf adolescents’ learning of cardiovascular health information: sources and access challenges

Participants were asked to use sources of information about cardiovascular health and were tested on their understanding of the subject.

Cheng, Sanyin; Zhang, Li-Fang; Hu, Xiaozhong

Thinking styles and university self-efficacy among deaf, hard-of-hearing, and hearing students

Looks at how deaf student’s thinking styles influence how they manage tasks that need self direction.
This study assessed the validity of a grammar reading test given to deaf and hard of hearing children.

Looks at the influence of deaf children's proficiency in ASL on their academic achievements.

Learners of ASL as an additional language, where the other languages are spoken, were studied.

What happens when a class teacher refers to a model or an object while a deaf student is having the lesson interpreted? Discusses the roles and responsibilities of the teacher and the interpreter.

Adults who are bilingual in spoken English and ASL were studied for comprehension and age of learning ASL.

Deaf and hearing people were studied while watching subtitled videos for reading patterns.

Study of preschoolers who were assigned 2 different interventions relating to reading.
Domínguez, Ana-Belén; Carrillo, Maria-Soledad; González, Virginia; Alegria, Jesús

**How do deaf children with and without cochlear implants manage to read sentences: the key word strategy**
Looks at the effect of cochlear implants on children's use of reading strategies

Antia, Shirin D & Rivera, M Christina

**Instruction and service time decisions: itinerant services to deaf and hard-of-hearing students**
Looks at how specialist teachers provide services to deaf children on their caseload and the possible impact on children's achievements.

Albertini, John A; Marschark, Marc; Kincheloe, Pamela J

**Deaf students' reading and writing in college: fluency, coherence, and comprehension**
Assesses the fluency of deaf students' literacy skills.

Tucci, Stacey L; Easterbrooks, Susan R; Lederberg, Amy R

**Effects of theory of mind training on the false belief understanding of deaf and hard-of-hearing students in prekindergarten and kindergarten**
Looks at the use of training materials to improve theory of mind in young children who are deaf, where they are able to distinguish between their own beliefs and knowledge and what other people believe or think.

Richels, Corrin G; Schwartz, Kathryn S; Bobzien, Jonna L; Raver, Sharon A

**Structured instruction with modified storybooks to teach morphosyntax and vocabulary to preschoolers who are deaf/hard of hearing**
Describes combining teaching techniques to improve literacy in a small sample of young deaf children.

Liu, Hsiu Tan; Squires, Bonita; Liu, Chun Jung

**Articulatory suppression effects on short-term memory of signed digits and lexical items in hearing bimodal-bilingual adults**
Looks at the short term memory processes of bilingual (ASL/English)hearing people.

Krause, Jean C & Tessler, Morgan P

**Cued speech transliteration: effects of speaking rate and lag time on production accuracy**
Looks at the accuracy of cued speech transliterators who provide support to deaf people.
Higgins, Jennifer A ... [et al]
Development of American Sign Language guidelines for K-12 academic assessments
Describes converting a mandatory state-wide test in primary schools in the US so that they are accessible to sign language users.

Dammeyer, Jesper & Marschark, Marc
Level of educational attainment among deaf adults who attended bilingual-bicultural programs
This study compared the educational attainment of deaf people who attended school before or after the bilingual approach was introduced in Scandanavia. These groups were also compared with a hearing group.

Marshall, Matthew M; Carrano, Andres L; Dannels, Wendy A
Adapting experiential learning to develop problem-solving skills in deaf and hard-of-hearing engineering students
Deaf students beginning a post-secondary course in STEM subjects were given an immersion in real-life scenarios in an engineering laboratory to improve problem-solving skills.

Curle, Deirdre ... [et al]
Transition from early intervention to school for children who are deaf or hard of hearing: administrator perspectives
Follows the transition of young deaf children as they progress to school from early years settings.

Erickson, Karen & Quick, Nancy
Profiles of students with significant cognitive disabilities and known hearing loss
Looks at the incidence of hearing loss in children who have learning disabilities and how this adversely affects their performance in school.

Scott, Jessica A & Hoffmeister, Robert J
American Sign Language and academic English: factors influencing the reading of bilingual secondary school deaf and hard of hearing students
Looks at the reading proficiency of deaf children who are bilingual.

Harris, Margaret; Terleksyi, Emmanouela; Kyle, Fiona Elizabeth
Concurrent and longitudinal predictors of reading for deaf and hearing children in primary school
A study of reading skills in primary age children who are deaf compared with their hearing peers.
Articles ♦ Deaf Education

Wauters, Loes & Dirks, Evelien
Interactive reading with young deaf and hard-of-hearing children in ebooks versus print books
Looks at the differences of interactive storybook reading between young deaf children and their parent(s) using traditional books versus eBooks.

Luckner, John L & Dorn, Brittany
Job satisfaction of teachers of students who are deaf or hard of hearing
Looks at the overall job satisfaction of teachers of deaf children and identifies specific factors that positively or negatively affect their ability to do their jobs well.

Trezek, Beverly J
Cued speech and the development of reading in English: examining the evidence
A review of the literature on whether cued speech can help develop literacy and reading skills in children who are deaf.

Matthijs, Liesbeth ... [et al]
Mothers of deaf children in the 21st century dynamic positioning between the medical and cultural-linguistic discourses
Looks at the factors for mothers choosing and supporting communication modes for their children with hearing loss.

Krause, Jean C & Lopez, Katherine A
Cued speech transliteration: effects of accuracy and lag time on message intelligibility
Looks at how accurately deaf people interpret cued speech transliteration.

Crowe, Kathryn; Marschark, Marc; Dammeyer, Jesper; Lehane, Christine
Achievement, language, and technology use among college-bound deaf learners
A study of deaf young people who are about to start tertiary education, to see how modes of communication and technology use have shaped their achievements to date.

Holmer, Emil; Heimann, Mikael; Rudner, Mary
Computerized sign language-based literacy training for deaf and hard-of-hearing children
A study of improved reading skills through a computer-based sign language and literacy training program with primary school aged children who are deaf.
Heimler, Benedetta ... [et al]
**Multisensory interference in early deaf adults**
A study of responses to tactile and visual stimuli and whether there is a dominant sensory channel in deaf adults.

Mayer, Connie & Trezek, Beverly J
**Literacy outcomes in deaf students with cochlear implants: current state of the knowledge**
*Journal of Deaf Studies and Deaf Education*, Jan 2018, Vol 23 (1), p1-16
A literature review of research into the reading levels of deaf children with cochlear implants.

Broekhof, Evelien; Bos, Marieke G N; Camodeca, Marina; Rieffe, Carolien
**Longitudinal associations between bullying and emotions in deaf and hard of hearing adolescents**
A study of how emotions such as anger, fear, guilt and shame play a part in the bullying and victimisation of deaf children.

Marschark, Marc ... [et al]
**Language and psychosocial functioning among deaf learners with and without cochlear implants**
A study of deaf students and the effect of a stronger deaf community presence has on their social and language skills.

Freeman, Valerie
**Speech intelligibility and personality peer-ratings of young adults with cochlear implants**
*Journal of Deaf Studies and Deaf Education*, Jan 2018, Vol 23 (1), p41-49
A study of the spoken skills of young people with hearing loss and how this affects their interpersonal relationships.

Chan, Yi-Chih & Yang, You-Jhen
**Early reading development in Chinese-speaking children with hearing loss**
Looks at early literacy skills of deaf children in China.

Stoll, Chloe ... [et al]
**Face recognition is shaped by the use of sign language**
A study of the effect using sign language has on people's face recognition abilities.
Articles ✩ Deaf Education

Taylor, Saul & Youngs, Howard
**Leadership succession: Future-proofing pipelines**
*Journal of Deaf Studies and Deaf Education*, Jan 2018, Vol 23 (1), p71-81
A study of the status of succession planning in New Zealand's deaf education sector and the international picture.

Priestley, Karen; Enns, Charlotte; Arbuckle, Shauna
**Altering practices to include bimodal-bilingual (ASL-spoken English) programming at a small school for the deaf in Canada**
*Journal of Deaf Studies and Deaf Education*, Jan 2018, Vol 23 (1), p82-94
A case study of student outcomes and staff/parent perceptions following the implementation of a bimodal/bilingual programme in a school for the deaf in Canada.

Roberts, Megan Y & Hampton, Lauren H
**Exploring cascading effects of multimodal communication skills in infants with hearing loss**
This study looks at the various ways that parents communicate with their young deaf children and how this affects language development.

Szarkowski, Amy & Brice, Patrick
**Positive psychology in research with the deaf community: an idea whose time has come**
A literature review of research into positive psychology as it relates to deaf people.

Barr, Megan; Duncan, Jill; Dally, Kerry
**Systematic review of services to DHH children in rural and remote regions**
*Journal of Deaf Studies and Deaf Education*, Apr 2018, Vol 23 (2), p118-130
A literature review of research about the services offered to deaf children in rural areas of Australia.

Scharp, Kristina M; Barker, Brittan A; Rucker, Sidney N; Jones, Hannah D
**Exploring the identities of hearing parents who chose cochlear implantation for their children with hearing loss,**
An examination of the blogs of hearing parents who chose cochlear implants for their deaf children. Four tendencies have been identified as a result and these tendencies may help audiology departments follow-up hearing care.

Grandpierre, Viviane; Fitzpatrick, Elizabeth M; Na, Eunjung; Mendonca, Oreen
**School-aged children with mild bilateral and unilateral hearing loss: parents’ reflections on services, experiences, and outcomes**
*Journal of Deaf Studies and Deaf Education*, Apr 2018, Vol 23 (2), p140-147
Parents of children with mild hearing losses, identified early through newborn hearing screening programmes were asked about the services they received and the outcomes for their children, socially and academically.
Luft, Pamela
Reading comprehension and phonics research: review of correlational analyses with deaf and hard-of-hearing students
A review of 28 research projects into the reading skills of deaf children.

Fengler, Ineke; Delfau, Pia-Celine; Roder, Brigitte
Early sign language experience goes along with an increased cross-modal gain for affective prosodic recognition in congenitally deaf CI users
*Journal of Deaf Studies and Deaf Education*, Apr 2018, Vol 23 (2), p164-172
A study of deaf children, some who began to use sign early and others who started later, to determine how the stage of sign language acquisition affects their ability to identify emotional meaning and expression.

Scott, Jessica A & Hoffmeister, Robert J
Superordinate precision: an examination of academic writing among bilingual deaf and hard of hearing students
Looks at the academic English writing skills of bilingual, deaf children.

Brand, Devora; Zaidman-Zait, Anat; Most, Tova
Parent couples’ coping resources and involvement in their children’s intervention program
Looks at how 70 sets of parents coped as a couple with intervention programmes for their deaf children and their joint involvement in the process.

Rieffe, Carolien ... [et al]
Friendship and emotion control in pre-adolescents with or without hearing loss
A comparative study of older deaf children and their hearing peers on how they make and retain good friendships and how this relates to particular social skills such as controlling emotions.

Goldblat, Ester & Most, Tova
Cultural identity of young deaf adults with cochlear implants in comparison to deaf without cochlear implants and hard-of-hearing young adults
Deaf adolescents, with or without CIs were asked about their cultural identity. Established communication proficiency was key to deaf young people developing a stronger identity.

Pertz, Leslie ... [et al]
Addressing mental health needs for deaf patients through an integrated health care model
As a pilot study ASL users using mental health services were given access to specially trained interpreters as an integrated service.
Articles ● Deaf Education

Dirks, Evelien & Wauters, Loes
It takes two to read: interactive reading with young deaf and hard-of-hearing children
An interactive reading programme has been developed to help parents of young deaf children to share storybooks interactively to enhance emergent literacy skills.

Trussell, Jessica W; Nordhaus, Jason; Brusehaber, Alison; Amari, Brittany
Morphology instruction in the science classroom for students who are deaf: a multiple probe across content analysis
Deaf students at college received extra instruction in morphology (how words are formed and relate to other words) to help understand their lessons in Science subjects.

Hansen, Eric G ... [et al]
Usability of American Sign Language videos for presenting mathematics assessment content
Students were given mathematics questions in ASL presented by avatars and human interpreters to see which format was more effective.

Sehyr, Zed Svécikova; Giezen, Marcel R; Emmorey, Karen
Comparing semantic fluency in American Sign Language and English
Looks at the fluency of people who have learned ASL as a second language with native users.

Kawar, Khaloob; Walters, Joel; Fine, Jonathan
Narrative production in Arabic-speaking adolescents with and without hearing loss
A study of creative and storytelling skills amongst groups of children who are deaf compared with hearing peers.

Li, Degao ... [et al]
Deaf and Hard of Hearing (DHH) students' comprehension of irony in self-paced reading
A study of deaf student's ability to detect irony in a text while reading.

Brown, P Margaret; Rickards, Field W; Bortoli, Anna
Structures underpinning pretend play and word production in young hearing children and children with hearing loss
Looks at the relationship between pretend play and language development in young deaf children.
Terwogt, Mark Meerum & Rieffe, Carolien
**Deaf children’s use of beliefs and desires in negotiation**
Study of deaf children's negotiation skills.

Richardson, John T E; Long, Gary L; Foster, Susan B
**Academic engagement in students with a hearing loss in distance education**
Compares scores on the Academic engagement form for students who are deaf with students who have no disclosed disability.

Williams, Cheri
**Emergent literacy of deaf children**
A review of the literature of emergent literacy in young deaf children, focussing on emergent reading and writing.

Richardson, John T E; Long, Gary L; Woodley, Alan
**Students with an undisclosed hearing loss: a challenge for academic access, progress and success?**
Looks at the problem of hidden disabilities in further and higher education and examines the implications of disability discrimination legislation in the UK and US.

Simpson, Paul
**Making exams fairer for deaf pupils**
*NDCS Magazine*, Winter 2009, No 15, p40-41
Issues to consider when approaching examinations with pupils who are deaf.

Wilkinson, Sally
**Starting big school**
*NDCS Magazine*, Summer 2010, No 17, p20-21
Short article on how some aspects of a transition to secondary school was managed.

Ralph, Steve & Ralph, Angie
**Samuel’s big weekend**
*NDCS Magazine*, Summer 2011, No 21, p27-29
Family describe their first NDCS weekend event with their son who is deaf and has Down's Syndrome.
Articles ▪ Deaf Education

Gubala, Marzena
I help change lives!
*NDCS Magazine*, Autumn 2011, No 22, p17-19
Marzena is the mother of two deaf boys and volunteers with the NDCS to offer support to other Polish-speaking families with deaf children.

Soutar, Angela ... [et al]
Preparing for secondary school
*NDCS Magazine*, Autumn 2011, No 22, p20-21
Parents and staff discuss a transition day for pupils moving from primary to secondary education in Surrey.

Baron-Tucker, Annette
Fighting for Oliver’s rights
*NDCS Magazine*, Winter 2011, No 23, p15-17
Looks at how parents of a young deaf child coped with the diagnosis and getting help to deal with everything.

Hossein, Shajna
Trouble with temporary deafness
*NDCS Magazine*, Winter 2011, No 23, p20-21
A family describe how they fought for hearing aids for their child with Glue ear.

Chapman, Mandy
There’s hope for my angry boy
*NDCS Magazine*, Winter 2011, No 23, p27-29
A family describe how their child’s deafness was overlooked when he was diagnosed with autism leading to worse behaviour problems.

Importance of phonics
*NDCS Magazine*, Spring 2011, No 24, p12-13
Briefly outlines to parents a phonics screening check.

Rahman, Miladur
Dad’s the word
*NDCS Magazine*, Summer 2011, No 25, p19-21
A father describes his role in the care of his daughter who is deaf and with the wider community of BME families who have deaf children.

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How do you encourage good behaviour?
*NDCS Magazine*, Autumn 2012, No 25, p26-27
Tips from NDCS members on how to encourage good behaviour in deaf children.

Age of independence
*NDCS Magazine*, Summer 2013, No 29, p22-23
Talks about the transition from Primary School to Secondary for a 12 year old boy who has hearing loss due to meningitis and how technology has helped him.

Taking charge
*NDCS Magazine*, Summer 2013, No 29, p27-29
Looks at the support needs of 16 month old Isaac who has CHARGE syndrome.

Best (furry) friend a girl could have
*NDCS Magazine*, Autumn 2013, No 30, p16-7
Shows how a hearing dog for deaf people transformed the confidence levels of a young deaf girl.

Lowe, Elizabeth
*My child isn’t “deaf enough”*
*NDCS Magazine*, Autumn 2013, No 30, p18
Discusses a child who is moderately deaf who struggled to get a formal diagnosis and therefore support.

Behaviour balancing act
*NDCS Magazine*, Autumn 2013, No 30, p24-5
Interview with a family with a deaf son with autism and ADHD, a deaf daughter and a hearing son.

Starting as they mean to go on
*NDCS Magazine*, Winter 2014, No 34, p18-19
Describes how parents explored the acoustics of the possible schools in their area and fought to get their deaf son into the one with the best acoustics.
Isla's got her energy back

*NDCS Magazine*, Spring 2015, No 36, p20-21

A young hearing aid user struggled when she started primary school due to concentration fatigue.

Drew's foreign language success

*NDCS Magazine*, Spring 2015, No 36, p22-23

Drew's family fought to get their son access to modern foreign languages in his secondary school.

Moore, Jo

*When you know you're right*

*NDCS Magazine*, Winter/Spring 2007, No 4, p18-21

The story of one family's experience of making educational choices for their daughter who is deaf and has multiple disabilities.

Neuroth-Gimbrone, Cindy & Logiodice, Colleen

*Cooperative language program for deaf adolescent utilizing bilingual principles*


Describes a project to teach English to deaf teenagers whose first language is ASL.

LaSasso, Carol & Davey, Beth

*Relationship between lexical knowledge and reading comprehension for prelingually, profoundly hearing-impaired students*


A study to determine the relationship between vocabulary knowledge and performance in reading comprehension tasks.

Payne, John-Allen & Quigley, Stephen

*Hearing-impaired children's comprehension of verb-particle combinations*


A study investigating deaf children's understanding of English verb-particle combinations where the verb combines with a preposition or an adverb which alters the meaning of the verb, eg "the men hold up the store".

Geers, Ann & Moog, Jean

*Factor predictive of the development of literacy in profoundly hearing-impaired adolescents*


A study of 100 deaf teenagers enrolled at oral or mainstream schools evaluating their reading, writing, spoken and signed language, speech perception and production and cognition.
Grill, Eva ... [et al]
Comparing the clinical effectiveness of different new-born hearing screening strategies: A decision analysis  
A study to systematically compare two screening strategies for the early detection of new-born hearing disorders, UNHS and risk factor screening, with no systematic screening regarding their influence on early diagnosis.

Magnusson, Mans; Petersen, Hannes; Harris, Sten; Johansson, Rolf
Postural control and vestibulospinal function in patients selected for cochlear implantation  
Cochlear implant candidates were tested for balance control as dizziness has been reported as a side-effect of cochlear implantation.

Soper, Janet
Deafblind people’s experiences of cochlear implantation  
Describes the experiences of 5 adults who have both a hearing and visual impairment of varying degrees.

Hogan, Anthony D
Miracles are not so easy to come by: critical issues concerning the development of cochlear implant technology  
An overview of the early and growing use of cochlear implants. Describes the development of the technology and benefits to patients as well as reported adverse effects and failures.

Archbold, Sue & Robinson, Ken
Cochlear implantation, associated rehabilitation services and their educational implications: the UK and Europe  
Results from a survey of cochlear implant centres in the UK and in Europe and charts the different attitudes and experiences between countries. Discusses educational implications of cochlear implants as perceived by the implant centre staff.

Dryden, Réba
Study of collaboration between the implant professionals and local educators in the rehabilitation of children with cochlear implants  
Survey of staff from cochlear implant centres and interviews with local teachers of the deaf to ascertain the support offered by implant teams to education professionals.

Holm, Mariann; Frischmuth, Sabine; Vinter, Shirley
Hearing aids or cochlear implant? Criteria for evaluating the hearing abilities of deaf children aged 1-2 years: an introductory paper  
Looks at how children are evaluated to be considered for a cochlear implant or hearing aids. A study of three children forms the basis for future work in this area.
Articles ★ Deafness: Medical issues

McCracken, Wendy; Ravichandran, Aarthy; Laoide-Kemp, Siobhan
Audiological certainty in deaf children with learning disabilities: an imperative for inter-agency working
*Deafness and Education International*, 2008, Vol 10 (1), p4-21
Looks at the audiological needs of children who have learning disabilities.

Archbold, Sue M ... [et al]
Outcomes from cochlear implantation for child and family: parental perspectives
Parents of 101 children who had received cochlear implants were surveyed to discover how well the parents felt the implants had helped their children. This article reports the findings from the responses.

Sutherland, Jane; Remine, Maria D; Brown, P Margaret
Parent and professional perspectives on the Western Australian infant hearing screening program
Views from parents and professionals on the effectiveness of the screening process and the subsequent services provided.

Smith, Jenny; Dann, Marilyn; Brown, P Margaret
Evaluation of frequency transposition for hearing-impaired school-age children
A study of the audiological outcomes for deaf children using hearing aids.

Gou, J; Smith, J; Valero, J; Rubio, I
Effect of frequency transposition on speech perception in adolescents and young adults with profound hearing loss
Looks at frequency-lowering of young people's hearing aids to improve speech perception.

Marchbank, Alison Margaret
Early detection of hearing loss: the case for listening to mothers
Looks at cases where neonatal hearing screening failed to diagnose hearing loss initially and the problems parents faced to get a correct diagnosis.

De Raeve, Leo; Archbold, Sue; Diller, Gottfried
Maximizing the benefits from bilateral implantation, in therapy, at home and at school
*Deafness and Education International*, March 2013, Vol 15 (1), p52-68
A review of outcomes for teenagers who have bilateral cochlear implants.
Articles ✿ Deafness: Medical issues

Mulla, Imran; Wright, Nicola; Archbold, Sue
Views and experiences of families on bone anchored hearing aid use with children: a study by interviews
*Deafness and Education International*, June 2013, Vol 15 (2), p70-90
Looks at the perceived value of a bone anchored hearing aid by families. Explores improved clarity and directionality of sound, plus the social, psychological and educational benefits.

Nikolopoulos, Thomas; Wells, Pauline; Archbold, Sue M
Using Listening Progress Profile to assess early functional auditory performance in young implanted children
Describes a profile for monitoring the progress of young children receiving cochlear implants.

Archbold, Sue M ... [et al]
Parents and their deaf child: their perceptions three years after cochlear implantation
Parents of 30 children who had received cochlear implants were surveyed 3 years after the implantation. This article shows the findings from the responses.

Watson, Linda M & Gregory, Susan
Non-use of cochlear implants in children: child and parent perspectives
*Deafness and Education International*, 2005, Vol 7 (1) p43-58
Looks at 5 cases where children are not using their cochlear implants and the reasons for this.

McCracken, Wendy ... [et al]
Impact of the national Newborn Hearing Screening Programme on educational services in England
A study of the impact upon education services of the neonatal screening programme.

Appleton, Jennifer Ann & Bamford, John
Parental and child perception of hearing aid benefit
*Deafness and Education International*, 2006, Vol 8 (1), p3-10
Compares the perceptions of children who use hearing aids and the parents perception of the benefit to the child wearing hearing aids.

Archbold, Sue ... [et al]
Deciding to have a cochlear implant and subsequent after-care: parental perspectives
A survey of parents' views on the process of cochlear implantation.

Scottish Sensory Centre
Articles ✶ Deafness: Medical issues

Staller, Steven J

**Cochlear implants: a changing technology**  
*Hearing Journal*, March 1996, Vol 49 (3)  
Early guide for audiology professionals in the style of "20 Questions" to understand the development of the device and help identify potential recipients.

Larky, Jannine

**Who is a cochlear implant candidate? Criteria for referring patients**  
Answers frequently asked questions about implant candidacy and provides a checklist to assist practitioners in deciding when to refer patients for evaluation as potential cochlear implant users.

Flexer, Carol

**Rationale and use of sound field systems**  
Guide to sound field systems for audiology professionals in the style of "20 Questions".

British Cochlear Implant Group

http://www.bcg.org.uk/, [Cited 27/05/2015]  
A professional body representing all the Cochlear Implant Centres and other specialist medical practitioners in the UK.

National Cochlear Implant Users Association

http://www.nciua.org.uk/, [Cited 27/05/2015]  
Association that represents all Cochlear Implant users in the United Kingdom.

Hadjikakou, Kika

**Deaf children with additional disabilities in Cyprus**  
Inclusive and Supportive Education Congress, International, 1st - 4th August 2005, Glasgow, Scotland  
Looks at the diagnosis of and services for deaf children who have additional disabilities in Cyprus.

Tellings, Agnes

**Cochlear implants and deaf children: the debate in the United States**  
Looks at the controversy in the USA surrounding the introduction of cochlear implants for deaf children.
Young, Alys & Tattersall, Helen

Parents' of deaf children evaluative accounts of the process and practice of universal newborn hearing screening


Study of parents' perceptions of the universal newborn hearing screening procedure. Parents interviewed had babies who were identified as having a hearing loss during the screening process.

Nunes, Terezinha; Pretzlik, Ursula; Ilicak, Selin

Validation of a parent outcome questionnaire from pediatric cochlear implantation


Analysis of a questionnaire devised for parents to complete following their child receiving a cochlear implant.

Hyde, Merv & Power, Des

Some ethical dimensions of cochlear implantation for deaf children and their families


Looks at the range of information given to parents of newly identified deaf children on their future possibilities. This is particularly relevant with the advent of widely accessible cochlear implant programs.

Thoutenhoofd, Ernst


Looks at the achievements of deaf pupils who have received a cochlear implant.

Dunmade, A D; Segun-Busari, S; Olajide, T G; Ologe, F E

Profound bilateral sensorineural hearing loss in Nigerian children: any shift in etiology?


An overview of the causes of deafness and management options with children in Nigeria.

Weisel, Amatzia; Most, Tova; Michael, Rinat

Mothers' stress and expectations as a function of time since child's cochlear implantation


A study of how families cope with the expectations and stresses relating to their child's cochlear implantation.

Zaidman-Zait, Anat

Parenting a child with a cochlear implant: a critical incident study


A study of the experiences which helped parents of children who have received cochlear implants.
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<tr>
<td>Burkholder-Juhasz, Rose A; Levi, Susannah V; Dillon, Caitlin M; Pisoni, David B</td>
<td>Nonword repetition with spectrally reduced speech: some developmental and clinical findings from pediatric cochlear implantation</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
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<td>Gheysen, Freja; Loots, Gerrit; Van Waelvelde, Hilde</td>
<td>Motor development of deaf children with and without cochlear implants</td>
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<td>Assistive hearing technologies among students with hearing impairment: factors that promote satisfaction</td>
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<td>Fall 2012, Vol 17 (4), p499-517</td>
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<td>Rogers, Katherine D … [et al]</td>
<td>British Sign Language versions of the Patient Health Questionnaire, the Generalized Anxiety Disorder 7-Item Scale, and the Work and Social Adjustment</td>
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<td>January 2013, Vol 18 (1), p110-122</td>
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Scottish Sensory Centre
Day, Lori A & Brice, Patrick

**Development and initial validation of a questionnaire to measure hearing parents’ perceptions of health care professionals’ advice**

*Journal of Deaf Studies and Deaf Education*, January 2013, Vol 18 (1), p123-137

A study of the development of a questionnaire to find out the impact of the advice and information provided to parents of deaf children by medical professionals.

Kuenburg, Alexa; Fellinger, Paul; Fellinger, Johannes

**Health care access among deaf people**

*Journal of Deaf Studies and Deaf Education*, Jan 2016, Vol 21 (1), p1-10

A literature review on deaf people’s access to healthcare including communication with health professionals and gaps in deaf people’s knowledge/understanding of health matters.

Dye, Matthew W G

**Foveal processing under concurrent peripheral load in profoundly deaf adults**


Looks at how the use of the peripheral visual field and central vision may differ in people who were born deaf.

Eisenberg, Laurie S ... [et al]

**Early communication development of children with auditory brainstem implants**


Auditory Brainstem Implants are an alternative to cochlear implants for candidates who are unable to receive one due to anatomical difficulties or other problems.

Bender, Denise G

**Do fourteenth amendment considerations outweigh a potential state interest in mandating cochlear implantation for deaf children?**


Examines the possible future intervention of the state in the USA in cochlear implantation cases.

Zaidman-Zait, Anat & Jamieson, Janet R

**Searching for cochlear implant information on the internet maze: implications for parents and professionals**

*Journal of Deaf Studies and Deaf Education*, Fall 2004, Vol 9 (4), p413-426

Investigates the disseminators and content of frequently accessed websites on cochlear implants.

Lundberg, Sarah & Lundberg, Robert

**Whole new world for Amie**

*NDCS Magazine*, Autumn 2006, No 3, p31-33

The story of one family's experience of choosing to give their child a cochlear implant.
Winning the battle of the hearing aids!
_NDCS Magazine_, Spring 2015, No 36, p18-19
About getting children to keep hearing aids in and safety issues.

Woolley, Sophie
_Lyla’s progress_
_One in Seven_, April-May 2002, Issue 28, p55-6
Experience of the parent of a very young child who has received a cochlear implant.

Lagnado, Alice
_Musical youth_
_One in Seven_, Feb/Mar 2011, Issue 81, p 20-1
Young deafblind man talks about his passion for music. Studying composition at the Royal Academy of Music, London.

DuAbreu, Olivia
_Stop making sense_
_One in Seven_, Apr/May 2011, Issue 81, p32-33
Describes a condition where hearing is not a problem but making sense of what the person hears is.

Kemp, Tricia
_Cochlear implants: assessment, surgery & hype_
_Talk_, May/June 2002, No 186, p15-18
Parent of a child who received his implant in 1991 gives the benefit of her and her son's experience.

NDCS policy on cochlear implants and children
_Talk_, May/June 2002, No 186, pp 19-20
NDCS outlines its policy on cochlear implants, including provision of unbiased information to families and appropriate candidates for the procedure.

Homer, Barbara
_Cochlear implants for children (Let’s talk it over …)_
General article on cochlear implants for children.
Homer, Barbara
International conference on cochlear implants: where are we now? (Let’s talk it over ...)
*Talk*, Summer 2000, Vol 176, p15
Report on the 6th International conference held in February 2000 in Florida. Main themes were early implantation and bilateral implants.

Hilton, Lando
My life changed when I was eight
*Talking Sense*, Summer 2014, p44-45
Cochlear implant user reflects on the time when he received his implant at age 8.

Weale, Sally
Hearing both sides: why would parents deny a deaf child the chance to hear?
*The Guardian*, 6 October 1999, p10
Newspaper article looking at the two sides of the cochlear implant debate.

Schery, Teris (Issue editor)
Cochlear implants in children: ideas for intervention
*Topics in Language Disorders*, Jan-Mar 2003, Vol 23 (1)
Whole issue about cochlear implants, topics include: developing auditory learning, communication intervention, surgical management, programming, care and troubleshooting of the implant and educational challenges.
Harkins, Judith; Tucker, Paula E; Williams, Norman; Sauro, Jeff
Vibration signaling in mobile devices for emergency alerting: a study with deaf evaluators
A study of user preferences and requirements for vibrating alerts (using mobile telephones.)

Maiorana-Basas, Michella & Pagliaro, Claudia M
Technology use among adults who are deaf and hard of hearing: a national survey
A survey of technology preferences of deaf and hard of hearing people.

O’Neill, Rachel; Arendt, Julie; Marschark, Marc
What factors lead to deaf pupils' academic success?
SCoD News, Summer/Autumn 2012, No 26, p12-13
Update from Deaf Achievement Scotland research project.

Coyle, Alison
Cochlear implants
*SCoD News*, Summer/Autumn 2012, No 26, p6-7
A round up of speakers at the June meeting of SCoD's National Council. Perspectives were given from Health professionals and a deaf adult.
## Articles ✺ Visual Impairment and Blindness

**Bunce, Catey & Wormald, Richard**  
**Leading causes of certification for blindness and partial sight in England and Wales**  
*BMC Public Health*, 2006, Vol 6 (1), p58-  
A survey of the main cause of visual loss in the UK (1999-2000). Reports on the leading causes observed and changes in the three leading causes since the last analysis conducted (1990-1991).

**Buultjens, Marianna; Aitken, Stuart; Ravenscroft, John; Carey, Kevin**  
**Size counts: the significance of size, font and style of print for readers with low vision sitting examinations**  
Looks at how quickly and accurately students with low vision can read a variety of text sizes and styles.

**Thompson, Leanne; Reeves, Chris; Masters, Kate**  
**In the balance: making financial information accessible**  
Survey looking at features regarded as helpful in providing alternative formats for personal finance information. Formats discussed include large print, braille, audio cassette or computer disk.

**Roberts, Roberta & Wing, Alan M**  
**Making sense of active touch**  
Looks at the physiology behind the sense of touch.

**Aitken, Stuart; Millar, Sally; Nisbet, Paul**  
**Applying the new medical model: intervening in the environment of children who are multiply disabled**  
Article about how to design an optimal environment for people with multiple disabilities. Mostly looks at visual processing issues in relation to choosing a symbol system for a visually impaired child with communication disabilities. Also discusses use of the Smart wheelchair.

**Simkiss, Philippa**  
**Working on the job**  
Looks at a system whereby visually impaired people can be assessed for their ability to work. Accessibility of all the information required by the visually impaired person during the process is highlighted.

**Pawson, David**  
**Use of extensible markup language (XML) for the generation of alternative formats**  
Considers the potential for documents to be interchangeably accessible though use of markup language.
Steer, Michael & Cheetham, Leonie
**Audio from orbit: the future of libraries for individuals who are blind or vision impaired**
Describes an innovative Australian project to provide a talking book and daily newspaper delivery system that transfers digital information to the user via satellite.

Bolt, David
**Caught in the chasm: literary representation and suicide among people with impaired vision**
Looks at the incidence of suicide in fictional characters faced with the sudden loss or restoration of sight.

Brambring, Michael
**Perceptual perspective taking in children who are blind: the state of research and a single-case study**
Discusses the acquisition of skills where a child is able differentiate between their own experience (visual etc) and that of another person; to understand that another person will see an object from a different angle or not see it at all if there is an obstruction.

Paterson, Mark
**‘Seeing with the hands’: Blindness, touch and the Enlightenment spatial imaginary**
Looks at 18th Century philosophies regarding the sensory experience.

Johnson, Mark R D & Morjaria-Keval, Asesha
**Ethnicity, sight loss and invisibility**
Asks why much of research into visual impairment takes no account of ethnic differences and prevalence rates of conditions within certain ethnic groups.

Duckett, Paul & Pratt, Rebekah
**Emancipation of visually impaired people in social science research practice**
Looks at the role of visually impaired people as participants in research on visual impairment issues.

Percival, John & Hanson, Julienne
**“I don’t want to live for the day anymore”: visually impaired people’s access to support, housing and independence**
Report on a study of the circumstances and aspirations of 121 visually impaired people of working age living in London.
Articles ★ Visual Impairment and Blindness

Bruce, Ian; Harrow, J; Obolenskaya, P
Blind and partially sighted people's perceptions of their inclusion by family and friends
Reports on a survey of visually impaired people in the UK on their social lives (ie visits by friends, family and neighbours.)

Palmer, Carolyn
Myths, stereotypes and self-perception: the impact of albinism on self-esteem
A study of how albinism affects self esteem.

Charles, Nigel
Estimates of the number of older people with a visual impairment in the UK
Draws upon two key studies of national prevalence of visual impairment in older people in the UK.

Fourie, Robert James
Qualitative self-study of retinitis pigmentosa
The author describes the degeneration of his sight as a result of RP and discusses the personal aspects of and adjustments to becoming blind.

Gentle, Frances
Insights from six blind Australian women
The researcher gives an overview of a more detailed study into the lives and experiences of 6 senior congenitally blind women, each of whom has contributed in important ways to Australian society.

Tobin, Michael
Information: a new paradigm for research into our understanding of blindness?
Puts forward the case that all delays and barriers being experienced by blind people are caused by the lack, the inadequacy or the inaccessibility of information to that group.

Carey, Kevin
Visual impairment and the creative process: proposals for the digital age
A philosophical view of creativity in visually impaired people. [Keynote Lecture, Mary Kitzinger Trust Conference, 2006]
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<td><strong>Ravenscroft, John ... [et al]</strong></td>
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| **Novel method of notification to profile childhood visual impairment in Scotland to meet the needs of children with visual impairment**  
Reporting on the VI Scotland notification system and service. |
| **Pavey, Sue; Douglas, Graeme; Corcoran, Christine** |
| **Transition into adulthood and work: findings from network 1000**  
Findings from a project aiming to survey the needs and opinions of visually impaired adults across the UK. This article reports on data from adults aged 18-42 about education and employment. |
| **Dale, Susan** |
| **Knitting in the dark: narratives about the experience of sight loss in a counselling context**  
Stories from 2 visually impaired people talking about their experiences of coming to terms with their blindness and a brief section on the "narrative counselling" they received. |
| **Donoyama, Nozomi & Munakata, Tsunetsugu** |
| **Trait anxiety among Japanese massage practitioners with visual impairment: what is required in Japanese rehabilitation education?**  
Massage is traditionally seen in Japan as the most appropriate employment for blind people. Researchers surveyed these workers to assess their levels of long-term anxiety. |
| **Wu, Suh-Yuh; Nemesure, Barbara; Hennis, Anselm; Leske, M Cristina** |
| **Visual acuity impairment and vision-related quality of life: the Barbados Eye Studies**  
Looks at the visual functioning of a group of visually impaired people of African origin living in Barbados and how their vision affects their quality of life. |
| **Cairns, Clair ... [et al]** |
| **Network 1000 Scotland: A report on the opinions and circumstances of blind and partially sighted people in Scotland**  
Extracted from data from the Network 1000 survey concentrating on responses from Scotland. Provides an insight into the views, experiences and needs of blind and partially sighted people in Scotland. |
| **Andreou, Yiannoula & McCall, Steve** |
| **Using the voice of the child who is blind as a tool for exploring spatial perception**  
A case study of one child's use of voice to make sense of spaces. |
Udo, J P; Acevedo, B; Fels, D I
Horatio audio-describes Shakespeare’s Hamlet: Blind and low-vision theatre-goers evaluate an unconventional audio description strategy
A study of a single live audio-described performance of Hamlet. The audio description was delivered in iambic pentameter by the character Horatio.

Murray, Shirley A; McKay, Robert C; Nieuwoudt, Johan M
Grief and needs of adults with acquired visual impairments
A study of the grieving process experienced by people of working age who have become blind.

Thurston, Mhairi; Thurston, Allen; McLeod, John
Socio-emotional effects of the transition from sight to blindness
Looks at older people who have lost their sight and how this has affected their relationships and mental health.

Nyman, Samuel R; Gosney, Margot A; Victor, Christina R
Emotional well-being in people with sight loss: lessons from grey literature
A literature review concentrating on unpublished sources about the emotional well-being of adults with a visual impairment.

Dale, Susan
Songs at twilight: a narrative exploration of the experience of living with a visual impairment and the effect this has on identity claims
A doctoral study of 4 people exploring the experience of living with a visual impairment and the effect this had on claims to identity.

Handa, Kozue; Dairoku, Hitoshi; Toriyama, Yoshiko
Investigation of priority needs in terms of museum service accessibility for visually impaired visitors
A study of the priority needs of visually impaired users of museums including wayfinding, exhibition objects for touching etc, exposition in alternative formats and special assistance from staff.

Bowen, Jayne
Visual impairment and self-esteem: what makes a difference?
Follow up to a study of boys and girls with visual impairments at primary and secondary schools measuring their self esteem. Four participants in the study were highlighted as having low esteem and this follows their progress using circle time, circle of friends and mentoring programmes.
Pinquart, Martin & Pfeiffer, Jens P

**Psychological well-being in visually impaired individuals: a meta-analysis**


Researchers analysed 198 studies which explored the effects of visual impairment on psychological well-being. Mostly reports on studies of older people.

Thetford, Clare ... [et al]

**Long-term access to support for people with sight loss**


Looks at levels of support and services provided to people with vision problems, beyond the initial stages of diagnosis and responses to people's changing needs over time.

Southwell, Patsy

**Psycho-social challenge of adapting to visual impairment**


A counsellor for visually impaired people describes the change of identity and social/mental problems people encounter at the onset of blindness or at a certain point of deterioration of sight.

Pinquart, Martin & Pfeiffer, Jens P

**Body image in adolescents with and without visual impairment**


Study of whether visually impaired young people are more or less satisfied with their own body image than normally sighted peers and how this impacts on their self-esteem.

Khadka, Jyoti ... [et al]

**Listening to voices of children with a visual impairment: a focus group study**


A study of visually impaired children in Wales which looks mainly at social activities and compares their preferences to sighted peers.

Bergeron, Catherine M & Wanet-Defalque, Marie-Chantal

**Psychological adaptation to visual impairment: the traditional grief process revised**


Explored the nature of the grief experienced by those with acquired vision problems as they come to terms with their visual impairment.

Pinniger, Rosa; Brown, Rhonda F; Thorsteinsson, Einar B; McKinley, Patricia

**Tango programme for individuals with age-related macular degeneration**


Controlled trial of use of tango sessions to test if this activity was feasible and if it had a positive effect on depression and physical abilities.
Hodge, Suzanne ... [et al]
Exploring the role of an emotional support and counselling service for people with visual impairments
A report on the evaluation of a project to offer emotional support and counselling as an integral part of the low vision service.

Thurston, Mhairi; McLeod, John; Thurston, Allen
Counselling for sight loss: Using systematic case study research to build a client informed practice model
Single case study research into the emotional effects of acquired sight loss in a 70 year old and the efficacy of counselling interventions by a visually impaired counsellor.

Emam, Mahmoud M
Problem-solving orientation and attributional style as predictors of depressive symptoms in Egyptian adolescents with visual impairment
A study of visually impaired young people aged 12-17 to assess how personality traits affect their tendency to depression.

Naraine, Mala D & Fels, Deborah I
Importance of ‘strategic chat time’ for people who are blind or low vision
 Discusses the importance of ‘strategic chat time’ for the integration of blind and low vision employees. This refers to social time not related to workplace business such as lunch, breaks, and informal social activities, where employees build relationships and assimilate into the company’s culture.

Kleege, Georgina
What does dance do, and who says so? Some thoughts on blind access to dance performance
 Discusses audiodescription for dance performances.

Marqués-Brocksopp, Lorna
Mindfulness, spiritual well-being, and visual impairment: an exploratory study
Looks at the variety of ways that mindfulness training can help people with a visual impairment, including physically.

Molden, Helen
Phenomenological investigation into the impact of parenthood: Giving a voice to mothers with visual impairment in the United Kingdom
Study of mothers with visual impairment of children under 10 years old to find out how parenthood had impacted on their lives.
**Articles ● Visual Impairment and Blindness**

**Pinquart, Martin & Pfeiffer, Jens P**

**Worry in adolescents with visual impairment**

Report on a study of visually impaired students who were asked about their levels of worry, relating to their future.

**Visagie, Lisa & Loxton, Helene**

**Child-friendly procedures and accommodations for the use of a self-report fear survey with children who have visual impairments: Reflections on a**

Looks at adapting a standard survey for assessing the levels of fear experienced by children who are visually impaired.

**Correa-Torres, Silvia M & Zebehazy, Kim T**

**Lessons learned from Hispanic mothers in the United States: Recommendations for personnel preparation and research in visual impairment**

A study of the specific cultural needs of Hispanic families with visually impaired children when receiving specialist education services.

**Datta, Poulomee**

**Self-concept and vision impairment: A review**

A literature review of self-concept of visually impaired adolescents.

**Wittich, Walter; Murphy, Caitlin; Mulrooney, Daphne**

**Adapted adult day centre for older adults with sensory impairment**

Looks at the positive effects of day centre attendance for elderly people with sensory impairments.

**Hodge, Suzanne; Thetford, Clare; Knox, Paul; Robinson, Jude**

**Finding your own way around: Experiences of health and social care provision for people with a visual impairment in the United Kingdom**

Looks at visually impaired people's experiences of accessing health and social care services.

**Schmidt, Heike & Kunnig, André**

**Family Board: A new means for people with visual impairment to communicate inner pictures of social relations**

The Family Board is an established method of depicting social relations which has been adapted for use with people with visual impairments.

Scottish Sensory Centre
What is the lived experience for people with Leber Hereditary Optic Neuropathy?


A survey of people with Leber hereditary optic neuropathy which usually becomes symptomatic in the teens or twenties to ascertain the effect this has on their identity and social positions.

Nature of emotional support and counselling provision for people with sight loss in the United Kingdom


Results from a survey of visually impaired people on their social and emotional wellbeing and the services that underpin this.

Exploring the effects of group therapy for the visually impaired


Looked at the effects of a stress management group therapy intervention on stress reduction and improving well-being for visually impaired adults.

Creative description: The impact of audio description style on presence in visually impaired audiences


A study of a style of audiodescription that goes beyond a standard description of the visual information to include elements of camera work and uses more emotive language, less sterile.

Supporting leisure and communication in people with visual and intellectual disabilities via a smartphone-based program


Looks at the use of smartphones and new technology as a means to improve leisure and communication for people with visual impairments and mild learning disabilities.

Audio description in the UK: What works, what doesn't, and understanding the need for personalising access


A study of the user experience and preferences for users of audio description for TV and film.

“We now fly”: Perspectives of adults who are blind with guide dogs trained for running


People with visual impairments describe their experience of using specialist guide dogs for running.
**Articles ● Visual Impairment and Blindness**

**Harvey, Alison & Bell, Ian**

**What is the role of the speech and language therapist?**

*Eye Contact*, Autumn 2005, No 43, p5-8

Explores the role of the speech and language therapist with children who have visual impairments and additional disabilities.

**Masters, Anne**

**Planning for a sight test: my way**

*Focus*, June 1997, No 21, p1-8

Describes the challenges of giving eye tests to people with learning difficulties.

**Anonymous**

**Autism and blindness: one mother’s experience**

*Focus*, January 2006, No 43, p19-23

Anonymous account of a mother’s struggle to deal with her daughter who has visual impairment and only recently diagnosed as autistic.

**Bailey, Gail**

**Promoting emotional wellbeing**

*Insight*, Nov/Dec 2007, No 12, p30-31

An educational psychologist gives advice on how to deal with children who are losing their sight and the impact this may have on their emotional wellbeing.

**Bailey, Gail**

**Enhancing motivation**

*Insight*, Jan/Feb 2008, No 13, p35-36

Suggests ways to support a young person lacking motivation.

**Donnelly, Rachael-Anne**

**Finding a job: my success story**


A young woman with visual impairments describes her path to becoming employed and what it means to her.

**Barratt, James; Crews, Nicola; Finnegan, Lauren**

**Getting the most from work experience**

*Insight*, Nov/Dec 2008, No 18, p31-34

Experiences of work placements for visually impaired young people.
Wilson, Susan

**Record breaking theatre**

*Insight*, Jan/Feb 2009, No 19, p38-40

Thirteen year old Olivia Wilson and her mum Susan attended a record breaking audio described theatre performance, they describe their experience. Followed by a Q&A with 2 audio describers.

Kirkman, Maddy

**Colour vision and sight loss: what colour vision means to me**

*Insight*, Mar/Apr 2006, No 2, p18-19

Maddy describes how colour blindness (alongside other visual impairments) affects her life and education.

Rughani, Sonal

**Colour vision and sight loss: practical pointers for everyday life**

*Insight*, Mar/Apr 2006, No 2, p20-21

Optometrist’s advice on colour vision.

Horigan, Roseanna

**Parent mentoring: a pilot project in Leeds**

*Insight*, Nov/Dec 2009, No 24, p16-17

Describes a mentoring scheme to help parents of children with visual impairments.

French, Henry

**Recognising fathers**

*Insight*, Nov/Dec 2009, No 24, p26-27

Highlights current policies and practices which make it difficult for fathers of children with learning disabilities. Based on a survey of fathers by the Foundation for People with Learning Disabilities.

Bailey, Gail

**Positive parenting**

*Insight*, Nov/Dec 2009, No 24, p42-43

Explores the practical ways that parents can support the emotional well being of their blind or partially sighted child.

Kinahan, Rebecca

**Job hunting after A-levels**

*Insight*, Jan/Feb 2010, No 25, p44-45

Looks at the work of Blind in Business who offer services to school and college leavers to getting their first job, including work experiences and refining applications and CVs.

http://www.blindinbusiness.co.uk

Scottish Sensory Centre
Cheddie, Stephanie
Just the job
Insight, Sep/Oct 2010, No 29, p10-13
Describes the RNIB’s new pre-employment programme and its holistic approach to jobseeking for young people with visual impairments.

McCormack, Gwyneth
My school prom
Insight, Oct/Dec 2011, No 36, p12-15
Three students discuss how they prepared for their school prom and what they thought of it.

Stedman, Caroline
Caroline’s casebook
Insight, Jul/Aug 2012, No 40, p44-45
Column about emotional issues experienced by young people who have visual impairments. A young man is struggling with the confidence to find a girlfriend while all his friends have paired off.

Webber, Deborah
Equality in graduate recruitment
Insight, Nov/Dec 2012, No 42, p14-16
Looks at the standard testing which is carried out during recruitment processes commonly used by large companies and discusses the assistance which is available to visually impaired candidates.

Stevens, Jennifer
In the media spotlight
Insight, May/June 2013, No 45, p14-17
In February 2013 Jennifer posted a video of her 4 year old son using a white cane on YouTube. The video went viral very quickly which had an impact on their fundraising foundation. Discusses use of social media.

Gayer, Sandra
Voice, The
Insight, May/June 2013, No 45, p18-19
Sandra is blind and has her own show on Insight Radio as well as performing as a soprano, voice-over and audio-book artist.

Flynn, Hannah
Sleep problems in blind people
Insight, May/June 2013, No 45, p28-30
Looks at the specific problems blind people can have with irregular sleep patterns and insomnia.
Emotional support
*Insight*, Jul/Aug 2013, No 46, p34-35
Offering support to non-specialist staff who may need to counsel young people with sight loss.

Williams, Sarah
Improving employability
*Insight*, May/Jun 2014, No 51, p10-11
Future In-Sight is a project to improve the employability skills of 14-25 year olds with sight loss.

Oldfield, David
Road to employment
*Insight*, May/Jun 2014, No 51, p16
David's story of strategies he used to gain employment, helped by Action for Blind People.

Wharton, Hannah
Progressing to adult life
*Insight*, May/Jun 2014, No 51, p23
Describes the Bridge Programme which is designed to help young people progress into independent or supported living.

Walker, Gillian
Albinism and my family
*Insight*, Mar/Apr 2007, No 8, p41-43
A mother talks about her son who has albinism.

Nixon, Howard L
Looking sociologically at family coping with visual impairment
Looks at how visual impairment within a family affects its social structure.

Frame, Melissa J
Relationship between visual impairment and gestures
A study of gestural activity of visually impaired people.
Chang, Sophie Chien-Huey & Schaller, James
Perspectives of adolescents with visual impairments on social support from their parents
A study of how young people with visual impairments perceive the support they receive from their parents.

Legg, John
Review of eyecare services in Scotland: a pathway to improvement
*NB*, Feb 2007, No 14, p24-27
About the publication of the final report on the eyecare review.

Bunce, Catey
Missing persons?
*NB*, Mar 2007, No 15, p21-24
An overview of the latest registration of blind people figures.

Bunce, Catey
Missing persons? an update
*NB*, Feb 2008, No 26, p11-12
Update following the overview of the registration of blind people figures in March 2007.

Peirson, Stuart
Regulating the body clock: how people with sight loss sleep
*NB*, Mar 2008, No 27, p21-25
Looks at the relationship of light and body clock functions and how this all affects blind and visually impaired people.

Huddy, Hugh
Few of my favourite things with Ken Keen, FRPS, photographer
*NB*, Jul 2008, No 31, p53-56
Amateur photographer who has lost his sight, describes how he continues to pursue his love for photography.

Douglas, Graeme; Pavey, Sue; Corcoran, Christine
Network 1000: the experience of registration
*NB*, Mar 2009, No 39, p22-25
Report from the Network 1000 survey about services at the time of diagnosis and follow-up information.
Day in the life of Pat Beech, manager, RNIB National Library Service

NB, Nov 2009, No 47, p40-43

The manager of the RNIB National Library Service discusses her work, including the provision alternative formats.

Dementia and sight loss: the forgotten factor

NB, Feb 2010, No 50, p24-28

Research into the effects that sight loss has on people suffering from dementia.

Taking action on sight loss and dementia

NB, Feb 2010, No 50, p29-31

Report on a seminar for people with sight loss who also suffer from dementia bringing them together with health and care professionals.

Providing emotional support (Eyewitness)

NB, April 2010, No 52, p20-22

Two professionals (Ophthalmology & Rehabilitation) offer their views on how support for people with sight problems could be improved.

Habilitation for children: the Mobility21 project

NB, April 2010, No 52, p25-27

Outline of the habilitation studies course which concentrates on daily living and mobility skills for young children. Includes a 'student's perspective' section.

Lisburn in focus: a 'model for excellence' for blind and partially sighted people

NB, April 2010, No 52, p33-36

Project to create a more inclusive community for visually impaired people in a city in Northern Ireland by ensuring there are accessible homes, public spaces, transport, information, social events and disability awareness for all.

Working life

NB, October 2010, No 58, p26-28

Looks at visually impaired people working in VI fields such as rehabilitation and the challenges they still face from employers and clients.
Sullivan, Paul
**Penfriend: a friend in need for museum visitors**  
*NB*, October 2010, No 58, p38-41  
Museum staff investigate the use of talking label devices such as PenFriend within the museum environment for VI visitors.

Cooper, Sue
**Missing: the vital answers that could light the lives of people with sight loss**  
*NB*, April 2011, No 64, p18-21  
Looks at how lighting conditions can affect people with various different eye conditions.

**Working life: supporting people with learning disabilities**  
*NB*, April 2011, No 64, p28-32  
Eye health professionals and a rehabilitation specialist talk about how they provide sight loss services to people who have learning disabilities.

Bell, Ian
**Visual impairment and autism**  
*NB*, May 2011, No 65, p20-23  
Highlights a new resource dealing with the specific problems of children who have visual impairment and autism.

Simkiss, Philippa
**Managing our own money: how blind and partially sighted people are taking control**  
*NB*, August 2011, No 68, p26-27  
Report on a recent survey of experiences and strategies on the use of banks and financial services and the range of support that is available for visually impaired people.

Huddy, Hugh
**Making money talk**  
*NB*, September 2011, No 69, p20-23  
Accessibility of options for getting cash from your bank, including talking ATMs.

Cooper, Sue
**Seeking out safety: how simple checks can support the independence of people with sight loss**  
*NB*, September 2011, No 69, p28-31  
Looks at a pilot project to provide one-to-one advice on home maintenance and safety which could increase independent living for many visually impaired people.
Holmström, Radhika

Dry AMD
NB, September 2011, No 69, p35-38
Current understanding and developments in the treatment of dry Age-related Macular Degeneration (AMD).

Holmström, Radhika

Night blindness
NB, October 2011, No 70, p36-39
Describes the problems encountered by those who are affected by night blindness.

Griffiths, Steve

Horizon scanning
NB, October 2011, No 70, p40-43
A roundup of new and future accessibility of technology.

Griffiths, Steve

Technology update
NB, November 2011, No 71, p41-43
Recent additions to the ICT market.

Ekström, Katherin

How many blind and partially sighted people are there?
NB, August 2006, No 8, p23-27
A review of all the available research into statistics relating to visual impairment.

Holmström, Radhika

Seeing in the dark
NB, Sept 2012, No 80, p18-21
Totally blind people talk about what they “see” and how the brain deals with blindness. Charles Bonnet syndrome is discussed where hallucinations resulting from loss of visual input.

Holmström, Radhika

Working to combat facial palsy
NB, Mar/Apr 2012, No 80, p24-26
Looks at how facial paralysis can affect vision and describes some treatments that are available.
McKay, Steve

**Focus on nystagmus**

*NB*, Mar/Apr 2012, No 80, p28-29

Outlines what health professionals need to know about nystagmus.

Flynn, Hannah

**Support for people with sight loss**

*NB*, Mar/Apr 2012, No 80, p36-37

Looks at a one-stop patient support service at Moorfields which has been set up to offer emotional help to people who attend the hospital. The team includes Nurse Counsellors, Eye Clinic Liaison Officers (ECLOs) and the Certificate of Visual Impairment team.

Elbourn, Tony

**Point of the stick: how people with sight loss feel about cane use**

*NB*, October 2012, No 82, p22-24

Discusses the complex emotional relationship visually impaired people can have with their white cane.

McLaughlan, Barbara

**Low vision services in the UK: a survey**

*NB*, Sept 2006, No 9, p23-25

Results from a survey of low vision service providers.

Majekodunmi, Olufunmi

**Scotland unveils sensory impairment strategy**

*NB*, Jul/Aug 2014, No 93, p10-11

See hear strategy is introduced.

Solve my dilemma (advice for a young woman who wants to be more independent)

*NB*, Jul/Aug 2014, No 93, p38-41

A panel responds to the problem of a visually impaired person whose family lack confidence in her independent living skills.

Singh, J P

**Consciousness of educated people on their attitude towards disability: a step towards independence**


Survey of attitudes towards disabilities.

Scottish Sensory Centre
Cuthbertson, Jamie; Fullerton, Jo; Todd, Neil
Accessing information: the Shetland way
*Visability*, Summer 2003, No 38, p25-6
Shetland case-study of good practice in providing accessible information for visually impaired children.

Thomas, Chris
"Talk time" in Staffordshire
*Visability*, Spring 2005, No 43, p25-26
Counselling sessions for children with visual impairments in mainstream schools.

Evans, Sally
Albinism: the early years
*Visability*, Summer 2005, No 44, p5-8
A mother describes her experiences dealing with her 4 year old son who has oculo-cutaneous albinism.
Articles  ●  Visual Impairment: Assessment

Bailey, Ian L & Lovie, Jan E

**Design and use of a new near-vision chart**


Lennon, Julie; Harper, Robert; Biswas, Sus; Lloyd, Chris

**Paediatric low-vision assessment and management in a specialist clinic in the UK**

A study of partially sighted children attending a low vision assessment clinic in Manchester.

Rathore, Deepa; Oyede, Toyin; Narendran, Niro; Yang, Yit C

**Snellen versus LogMAR visual acuity charts for evaluating driving standards in patients with neovascular macular degeneration**

Looks at how to advise and assess vision for driving in people who have a potentially progressive vision problem.

Whillans, Jennifer & Nazroo, James

**Assessment of visual impairment: The relationship between self-reported vision and ‘gold-standard’ measured visual acuity**

When older people are asked to report on their own vision, is it accurate?

Best, Tony

**Assessment procedures for use with young visually handicapped children (Part 1)**

Assessment procedures can be used to establish a baseline of strengths and weaknesses for young visually handicapped students, to record changes in students’ performance, and to identify teaching steps. Selecting suitable assessment procedures requires consideration of their format, wording of the items, subscales, developmental range.

Best, Tony

**Assessment procedures for use with young visually handicapped children (Part 2)**

Twenty-five assessment packages for use with young visually handicapped children are listed and briefly described. Most of the packages assess general skills, while others focus on language, mobility, and vision assessments. Guidelines are presented for using the assessment procedures.

Salt, Alison T; Sonksen, Patricia M; Wade, Angie; Jayatunga, Rasieka

**Maturation of linear acuity and compliance with the Sonksen-Silver acuity system in young children**

Looks at younger children’s ability to match letters as part of acuity testing.
Articles ● Visual Impairment: Assessment

**Southwell, Catherine**

"But what can they really see?"

_Eye Contact_ , Summer 1998, No 21, p17-20

Functional vision assessments for children with multiple disabilities and their impact on learning.

**Mednick, Michael**

_Now everyone can score!_

_Eye Contact_ , Summer 1998, No 21, p21-23

Baseline assessments for children with multiple disabilities.

**Brown, David**

_Assessment of visual functioning in children with complex multiple disabilities_

_Eye Contact_ , Summer 1998, No 21, p5-7

Advises on functional vision assessments for children with multiple disabilities.

**Woodhouse, Maggie**

_Down’s syndrome and visual impairment_

_Eye Contact_ , Spring 2000, No 26, p20-22

Findings of a study into the visual problems of children with Down’s syndrome.

**Robinson, Maureen**

_Using video in multi-agency assessment_

_Eye Contact_ , Spring 2005, No 41, p15-16

A multidisciplinary team use video assessment to ensure appropriate support for very young children with visual impairments.

**Allen, Caroline**

_Assessment for multi-sensory work_

_Focus_ , Sep 1995, No 16, p6-11

Looks at flexible assessment processes for people who have multiple disabilities.

**McLeish, Eve**

_LogMAR … so what’s that in old money?_

_Insight_ , Mar/Apr 2008, No 14, p33-35

A clear explanation of the new standard for measuring acuity.

Scottish Sensory Centre
Salt, Alison ... [et al]

**Development of a monitoring protocol: a developmental guide for infants with visual impairment 0-36 months**

*Insight*, Mar/Apr 2006, No 2, p34-35

A team at Great Ormond Street Hospital have been working on a new developmental monitoring protocol for infants and young children (0-36 months) with severe visual impairment.

Woodhouse, Maggie

**In perspective**

*Insight*, Jul/Aug 2012, No 40, p33

Discusses the differences in results that can be found by using various acuity tests.

Olma, John

**Assessing functional vision using the iPad**


Discusses apps which offer visual stimulation and demonstrate functional vision as well as standard vision tests.

Bairstow, Mary; Jennings, Julie; Johnson, Stevie

**Aiming high for children with low vision**

*Insight*, Jan/Feb 2014, No 49, p11-14

Explains the importance of low vision assessments.

Beaton, Jill

**Magnificent magnifiers**

*Insight*, Jan/Feb 2014, No 49, p15-17

Low vision assessments in Fife try to identify low vision aids that children really want to use.

Kill, Steven

**Spotting vision problems in young adults with learning disabilities**

*Insight*, Jan/Feb 2014, No 49, p18-19

Parents and carers can learn to spot vision problems using a free online screener.

Harvey, Bill

**What I’m saying is ...**

*Insight*, Jan/Feb 2014, No 49, p28-30

An optometrist discusses the importance of listening to a young person when assessing their vision.
Southwell, Catherine

See for yourself: observing the visual skills of young children and those with communication difficulties

*Insight*, Jan/Feb 2007, No 7, p11-14

Explores the challenge of assessing the functional vision of children who have communication difficulties.

Little, Suzanne

Putting assessment into everyday practice

*Insight*, Jan/Feb 2007, No 7, p15-17

Describes one school's multidisciplinary approach to assessment based on the "Vision for Doing" assessment tool.

Gense, Marilyn & Gense, D Jay

Jumping in ... : some basic principles to guide the educational team in assessing children with autism spectrum disorders and visual impairments

*Insight*, Jan/Feb 2007, No 7, p18-20

An overview of assessing children with autism and visual impairments.

Blanksby, Dixie C & Langford, Peter E

VAP-CAP: a procedure to assess the visual functioning of young visually impaired children


Describes the development of a test for assessing the functional vision of pre-school children.

Vervloed, Mathijs; Hamers, Jo; van Mens-Weisz, Marion; Timmer-Van de Vosse, Hanneke

New age levels of the Reynell-Zinkin developmental scales for young children with visual impairments


Looks at the Reynell-Zinkin developmental test.

Jones, Angela

Kirsty's story: living with Fraser syndrome


About the progress made by a child with a rare condition which means that she has multiple disabilities in addition to a visual impairment.

Visio

Charting visual and tactile perceptions in children: In-Sight and Tactual profile

*Visability*, Autumn 2005, No 45, p13-17

Outlines two tests produced by Visio in the Netherlands.
Ianuzzi, Jody W

**Braille or print: why the debate?**


Powerful article on the teaching of Braille or print to partially sighted children by a partially sighted adult who is having to learn Braille at 38 years old after the realisation that reading print was holding her back.

Mason, Heather L & Hull, Tim

**Speed of information processing test for the blind in a tactile version**


Describes a two-year project to produce a tactile version of standard psychometric tests for use with visually impaired children.

Wild, Gabrielle & Hinton, Ron

**Evaluated study of the use of tactile diagrams on Open University science courses**


The Open University runs a trial of tactile diagram packs on two of their courses. The benefits and problems encountered are described.

Wild, Gabrielle; Hinton, Dorothy; Hinton, Ron

**Design of microcapsule diagrams for visually impaired students on distance learning courses**


Study of the effectiveness of swell paper tactile diagrams used with Open University students.

Tobin, Michael J … [et al]

**Issue of Braille capitalisation in the UK: the BAUK survey 1996**


Looks at the survey which informed the BAUK decision to favour capitalised braille. A questionnaire was completed by 1200 people, including blind braille users, teachers, rehabilitation workers and braille production professionals.

Franks, Julie

**To Braille, or not to Braille? That is the question**


Looks at whether there is a need for rehabilitation and specialist social workers to have training in Braille.

Arter, Christine

**Braille dyslexia: does it exist?**


Research into why some intelligent blind pupils are failing when it comes to reading and opens the discussion on the concept of 'Braille dyslexia'.
Lamb, Gayle

**Dots for tots: emergent literacy and Braille reading**


Looks at the development of pre-reading skills for young children who will be using braille and the development of literacy.

Jennings, Julie

**Print or Braille: decision-making in the choice of the primary literacy medium for pupils with a severe visual impairment**


Compares suitable reading media for children with severe visual impairment who have enough residual vision to be able to access print in some form but for whom braille may be more efficient for reading and writing.

Shipway, Jane

**Capital offence: Does Braille capitalisation affect reading performance?**


Study of braille users beginning to use braille with capitalisation. Reading rates were slower but may improve with practice and comprehension was improved.

Ramsay, Angus I G & Petrie, Helen

**Tactile depiction of visual conventions: the advantage of explicit cues**


Looks at how well blind people are able to understand visual conventions such as shapes, perspective, movement and texture in the context of a tactile diagram. Study of 8 braille users, with less experience of tactile diagrams.

Greaney, John & Reason, Rea

**Braille reading by children: Is there a phonological explanation for their difficulties?**


Comparative study of 2 braille learners looking at phonological awareness as a factor in successful reading skills.

Arter, Chris & Layton, Lyn

**Reading preferences of pupils with visual impairment**


Results of a survey of braille users in mainstream and special schools into their reading habits.

Blenkhorn, Paul; Pettit, Stephen; Evans, Gareth

**Multi-lingual input to a personal computer using a modified Perkins braille writer**


System produced to allow a standard Perkins brailler to connect with a PC.
Aldrich, Frances K & Sheppard, Linda
Tactile graphics in school education: perspectives from pupils


Study of the opinions of primary and secondary pupils in special schools regarding tactile graphics.

Sheppard, Linda & Aldrich, Frances K
Tactile graphics in school education: perspectives from teachers


Study of the opinions of teachers in mainstream and special schools regarding tactile graphics.

Argyropoulos, Vassilios S
Tactual shape perception in relation to the understanding of geometrical concepts by blind students


Explores the perception and cognition of shapes by visually impaired people.

Aldrich, Frances; Sheppard, Linda; Hindle, Yvonne
First steps towards a model of tactile graphicacy


Explores the perception and cognition of tactile graphics by visually impaired people.

Lorimer, Pamela
Hand techniques in reading Braille: synthesis of spatial and verbal elements of reading


Literature review of techniques used in reading braille with some discussion of applying the findings in the learning situation.

Heller, Morton A ... [et al]
Visual experience and the haptic horizontal-vertical illusion


An experiment to discover if the illusion of overestimating vertical lengths compared to horizontals is dependent on having visual experience.

McCallum, Don & Ungar, Simon
Introduction to the use of inkjet for tactile diagram production


Describes a new method for producing raised printing, although the technology was still under development.
Norman, Jackie

**Tactile picture books: their importance for young blind children**

The mother of a blind toddler calls for more "picture books" in tactile form to encourage a love of reading and books before Braille skills are fluent.

Rowell, Jonathan & Ungar, Simon

**World of touch: an international survey of tactile maps: Part 1: production; Part 2: design**

2 papers reporting on an international survey into the production and design of tactile maps.

Keil, Sue

**Teaching Braille to children**

Looks at the numbers of children learning braille in Britain and the types of teachers involved

Johnston, Dolores

**I have mastered the Braille code but no one has taught me how to teach it**

Looks at the qualifications and training of staff who teach braille in schools.

Gonzalez Garcia, Luis

**Assessment of text reading comprehension by Spanish-speaking blind persons**

Reading comprehension of visually impaired people using Braille.

Ballesteros, Soledad; Bardisa, Dolores; Millar, Susanna; Reales, Jose M

**Haptic test battery: a new instrument to test tactual abilities in blind and visually impaired and sighted children**

Describes tests used to assess the perceptual and cognitive abilities of visually impaired children.

Gray, Gemma & Wilkins, Sarah Morley

**Psychology core graphics resource pack’ for HE: the development of a resource to support blind and visually impaired students in higher education**

Investigates the provision of a set of tactile and large print diagrams to support the study of psychology at degree level.
German: Visual Impairment: Braille & Tactile Communication

Windows of perception: a review of the literature concerning uncontracted and contracted literary Braille


A literature review of the Braille debate over grade 1 and grade 2 Braille standards.

Coppins, Natasha & Barlow-Brown, Fiona

Reading difficulties in blind, braille-reading children


Describes a new project where the problems that children have reading Braille will be analysed.

Thompson, Leanne & Chronicle, Edward

Beyond visual conventions: rethinking the design of tactile diagrams


Looks at the design of tactile graphics taking into account the transfer of visual conventions such as 'perspective' for people who have little or no visual experience.

McCallum, Don; Ungar, Simon; Jehoel, Sandra

Evaluation of tactile directional symbols


A study of the effectiveness of different designs of symbols used in tactile diagrams and maps.

Crawford, Shauna; Elliott, Robert T; Hoekman, Katherine

Phoneme, grapheme, onset-rime and word analysis in Braille with young children


A study of sighted children's responses to different methods of teaching Braille letters.

McCall, Steve; Douglas, Graeme; McLinden, Mike

Investigation into the potential of embossed 'dotted' Moon as a production method for children using Moon as a route to literacy


Report on a project to test how effective 'dotted' Moon is with users when produced using a Braille embosser and Duxbury software.

Rogers, Sue

Learning Braille and print together: the mainstream issues


A study of children in mainstream schools who are accessing the curriculum using a combination of Braille and print resources.

Scottish Sensory Centre
Wells-Jensen, Sheri; Gosche, Bradley; Burke, Sean

Writing of braille: hand, finger, and frequency effects on error and accuracy patterns


A case study of one expert braillist to discover patterns of error and accuracy.

Dulin, David

Effects of prior experience in raised line materials and prior visual experience in length estimations by blind people


Visually impaired people were studied in their ability to judge distances in raised line materials. Increased use of these materials showed an improvement in the mental imagery skills of the participants.

Withagen, Ans ... [et al]

Tactual profile: Development of a procedure to assess the tactual functioning of children who are blind


Looks at a tool which measures tactile skills required for performing everyday tasks at home and in school.

Toroj, Malgorzata & Szubielska, Magdalena

Prior visual experience, and perception and memory of shape in people with total blindness


Compares the ability to discriminate shapes by people who lost their vision later in life with those who have been blind since birth.

Gentle, Frances; Steer, Michael; Howse, Josie

New dots Downunder: the implementation of Unified English Braille (UEB) in Australian schools


A commentary on implementing Unified English Braille (UEB) in Australia.

Cryer, Heather; Home, Sarah; Morley Wilkins, Sarah

Unified English Braille in the United Kingdom: Part 1: Examination by technical expert Braille users


To inform the decision about UK adoption, a suite of research was carried out with UK braille readers and other stakeholders. Previous research indicates that readers of technical braille codes may be most affected by a move to UEB.

Cryer, Heather; Home, Sarah; Morley Wilkins, Sarah

Unified English Braille in the United Kingdom: Part 2: Examination by literary Braille users, Braille teachers, and transcribers


To inform decision-making around the adoption of the Unified English Braille (UEB) code in the United Kingdom, a suite of research was carried out. This study involved a variety of braille stakeholders - student braille readers (in full time education), adult braille readers, braille teachers, and braille transcribers.
Raudoniene, Dijana  
**Process of graphic image creation in the conditions of non-seeing**  
Discusses how well a tactile image can convey an image as perceived by the creator, including where the creator has sight loss.

Bolt, David  
**Advertising aesthetic: Real beauty and visual impairment**  
Looks at how advertising is trying to embrace people with different abilities and impairments and how well it succeeds.

Kennedy, John M  
**Tactile drawing aesthetics and a blind woman’s drawings of sounds**  
A congenitally blind artist creates drawings using a raised line drawing kit, the pictures are analysed and elements of the drawings are compared with paleolithic art in the use of line and profiles.

Hayhoe, Simon J  
**Enquiry into passive and active exclusion from unreachable artworks in the museum: Two case studies of final-year students at California School for**  
Visually impaired students are asked about the difficulties they face in accessing collections in museums and galleries and compare this to their experience of accessing art through the internet.

Jones, Robert D & Prain, Iain  
**Pharos: Self-Assessment tools for service development and improvement for schools, educational, and support services for young learners with visual**  
Describes a self-assessment tool for specialist schools to use to move towards developing their services in an increasingly inclusion-led education environment.

Gual, Jaume; Puyuelo, Marina; Lloveras, Joaquim  
**Three-dimensional tactile symbols produced by 3D printing: improving the process of memorizing a tactile map key**  
Investigates the possibilities of 3D printing applied to tactile maps, keys and symbols and compares with flat relief alternatives.

Graven, Torø  
**How blind individuals discriminate braille characters: An identification and comparison of three discrimination strategies**  
Looks at the tactile discrimination skills of people who use braille and the strategies they use to identify braille characters.
Graven, Torø

**When the discrimination strategy fails: Revisiting the figure identity strategy, the global characteristics strategy, and the touch vision strategy**


Looks at how braille users can fail to recognise a character correctly.

Laroche, Louise ... [et al]

**Current use of contracted and uncontracted French braille in Quebec**


Adult braille users were surveyed on their attitudes to and use of contracted and uncontracted Braille and a selection were tested on reading speeds using both types of Braille. An evaluation was made on the benefits of contracted Braille use.

Graven, Toro

**How individuals who are blind locate targets**


Looks at how visually impaired people locate specific items by touch.

Martiniello, Natalie; Wittich, Walter; Jarry, Anne

**Perception and use of technology within braille instruction: A preliminary study of braille teaching professionals**


A study of to what extent TVIs and rehabilitation specialists approach teaching braille to their learners using technology.

Harrison, Frances

**Teaching braille to latecomers in the 12-16 age range**


Approaches and methods for teaching and motivating youngsters to use Braille.

Hinton, Ronald

**First introductions to tactiles**


Blind pupils are sometimes expected to make sense of tactile pictures without a period of pre-picture reading activity which is vital to understanding. Discusses ways of introducing very young blind children to tactile pictures.

Douglas, Graeme & McLinden, Mike

**Using concept keyboard technology to teach early tactile reading**

*Eye Contact*, Autumn 1997, No 19, p31

Explores the ways in which the concept keyboard could be used to support the teaching of early tactile reading.
Articles ✶ Visual Impairment: Braille & Tactile Communication

**McLinden, Mike & Douglas, Graeme**

**Developing haptic perception**

*Eye Contact*, Spring 1999, No 23, p16-19

Describes some of the features of haptic perception including reference to research on this topic with ideas on how to apply this research amongst children who are blind and have additional learning difficulties.

**Everard, Margaret**

**Story with a tactile trail**

*Eye Contact*, Spring 1999, No 23, p29

The author explains how she made a tactile trail based on "Peter and the Wolf" for pupils at a special school.

**McCall, Steve**

**Moon: where are we and where are we going?**

*Eye Contact*, Spring 2005, No 41, p10-12

Developments in the form of tactile communication, Moon and the arrival of "Dotted" Moon.

**Knight, Caroline**

**Moon: a route to communication and literacy**

*Focus*, July 1998, No 24, p1-8

Looks at the place of Moon to improve communication and literacy of people with visual impairment and severe learning difficulties.

**Holbrook, Cay**

**Print or Braille? Choosing the best medium for young learners**

*Insight*, Jul/Aug 2007, No 10, p10-13

Looks at the factors involved in choosing to teach visually impaired children to read by Braille or print.

**Kenworthy, Jan**

**Breaking the Braille code**

*Insight*, Jul/Aug 2007, No 10, p14-17

Describes a case study of a young Braille learner learning grades 1 and 2 side by side.

**Garscadden, Moira & Fox, Linda**

**Grade 1 Braille in the spotlight**


Focus on grade 1 Braille for early literacy learning.

Scottish Sensory Centre
Articles ✿ Visual Impairment: Braille & Tactile Communication

Timothy, Jil
**Being bilingual and blind**
*Insight*, Mar/Apr 2006, No 2, p26-28
A teacher discusses her experiences working with a young Braillist in Wales, using both Welsh and English.

Squire, Lisa
**Moon marvel: a route to literacy**
*Insight*, Jul/Aug 2009, No 22, p10-11
A TVI describes one pupil’s experience of learning Moon after attempts to learn Braille had failed.

Wilson, Claire
**Measuring literacy achievement**
*Insight*, Jul/Aug 2009, No 22, p12-13
Explores issues surrounding Braille literacy and the mainstream curriculum.

Fuller, Chris
**With bubble wrap and bottle tops … how Bag Books began**
*Insight*, Jul/Aug 2009, No 22, p14-16
The story behind the creation of the multisensory stories charity "Bag Books".

Fellows, Janice
**Fantastic fingers**
*Insight*, Jan/Feb 2010, No 25, p26-28
Pre-braille skills for young visually impaired children

Lumley, Peter
**Early Braille literacy**
*Insight*, May/June 2006, No 3, p12-17
Follows a young blind pupil as she progresses through her first term at a mainstream primary.

Brackenridge, Elaine & Sugden, Janis
**Introducing braille: taking the risk**
Discusses the first steps to beginning braille with young children.
**Articles ✹ Visual Impairment: Braille & Tactile Communication**

**Coming soon: the unified English braille code (UEB)**
*Insight*, March/April 2012, No 38, p32-34
An introduction to UEB with commentary from teachers.

**Wilson, Claire**
**Hands on braille**
*Insight*, March/April 2012, No 38, p35-36
A new braille reading scheme for young children has been developed to replace “Braille for Infants” called “Hands on Braille”.

**Ripley, Marion**
**Braille: thirty years on**
*Insight*, Mar/Apr 2013, No 44, p40-41
At the end of her career the founder of ClearVision looks back at how far the organisation has come and looks towards the future of tactile communication.

**Randall, Alice Chenneour**
**Working with learners with specific Braille learning difficulties**
*Insight*, Jan/Feb 2007, No 7, p30-32
An investigation into possible dyslexia experienced by some Braille users.

**Newman, Slater E & Hall, Anthony D**
**Ease of learning Braille and Fishburne alphabets**
Explores the ease of learning the two different tactile systems for adult learners.

**Carrieras, Manuel & Álvarez, Carlos J**
**Comprehension processes in Braille reading**
A study of comprehension processes of reading Braille.

**Wetzel, Robin & Knowlton, Marie**
**Comparison of print and Braille reading rates on three reading tasks**
Compares oral reading, silent reading and studying tasks amongst adult readers of braille and print.
Wilson, Claire
**Could Braille help your child?**
Discusses whether Braille use should be encouraged more often for children who are struggling with very large print.

**Bicentenary of Louis Braille: Louis's legacy**
*NB*, Jan 2009, No 37, p21-23
A special feature focusing on the experiences of Braille users today.

**Bicentenary of Louis Braille: a short history of braille**
*NB*, Jan 2009, No 37, p26-29
Looks at the development of the Braille system.

Plumpton, Steve
**Tactile graphics 2008**
*NB*, Jan 2009, No 37, p34-37
Report from an international conference held in December 2008 hosted by the Centre for Accessible Information.

Sanders, John
**How important is braille?**
*NB*, Jan 2009, No 37, p35-39
Outlines the continued importance of Braille for blind people despite the proliferation of alternative methods to access information such as screenreaders, audio books etc.

Duffy, Julie
**Day in the life of Julie Duffy, braille teacher**
*NB*, Jan 2009, No 37, p47-49
Julie is the Visually Impaired Services supervisor at Portsmouth Central Library and tutors adults in Braille as part of that job.

Smethurst, Julie
**Few of my favourite things: Julie Smethurst, braille transcriber**
*NB*, Nov 2009, No 47, p47-49
A braille transcriber describes her work and interests.

Scottish Sensory Centre
Hill, E W; Hill, J F; Tobin, Michael J

Braille: oral and silent reading speeds
*New Beacon*, November 1999, No 980, p4-6

Adult Braille readers are tested to see how proficient they are to inform future planning and teaching of Braille skills.

Brown, Norman & Sockett, Liz

Touching science: a partnership for innovation
*New Beacon*, December 1999, No 981, p4-9

Academic staff and students of Nottingham University studying Biology are collaborating with staff and pupils at RNIB New College Worcester to develop teaching aids for visually impaired people.

Hartley, James

Braille and the brain
*New Scientist*, 7 Aug 1986, No 1520 p34-37

A psychologist looks at how efficient Braille readers seem to use a form of parallel processing by beginning the next line of text before the first is completed. Also looks at laterality issues.

Mullen, Edward A

Decreased Braille literacy: a symptom of a system in need of reassessment
*RE:view*, Fall 1990, Vol 22 (3) p164-169

Analyses the decrease in Braille literacy.

Kozel, Robert J

Consideration of hand in the reading of Braille
*RE:view*, Summer 1995, Vol 27 (2) p78-82

Looks at left and right hand dominance issues for braille readers.

Dixon, Judith M

Taking literacy in hand: the evolution and use of manual Braille writing devices

Explores the history of producing Braille from slate and stylus though to electronic Braille Notetakers.

Zurita, Pedro

Open letter to Louis Braille

The former Secretary General of the World Blind Union speaks of his reliance on Braille and his experiences of using it.
Articles ★ Visual Impairment: Braille & Tactile Communication

McCann, William R
Braille: the man and his code for music
The Educator, Jan 2009, Vol XXI (2), p19-22
A tribute to Louis Braille's adaptation of his code for use in Music.

Nobel, Betty
Uniform Braille code for English
Looks at the rationale for moving towards and developing Unified English Braille.

Gaines, Nicole & Myers, Julia
Moving into the future in Braille production: the National Instructional Materials Access Center
The Educator, Jan 2009, Vol XXI (2), p27-31
Describes the development of a collection of electronic textbooks for students who are visually impaired or print disabled. Describes the development of a standard file format which can deliver a variety of accessible formats (Braille, Audio, digital book etc.)

Christensen, Lars Ballieu
RoboBraille: Braille unlimited
The Educator, Jan 2009, Vol XXI (2), p33-37
Describes an e-mail based service for translating documents into contracted and un-contracted Braille. Useful for those with no access to translating software.

D’Andrea, Frances Mary
From carvings to computers: a history of tactile codes for people who are blind
The Educator, Jan 2009, Vol XXI (2), p5-9
A history of tactile communication systems.

Lorimer, Pam
Critical evaluation of the historical development of the tactile modes of reading and an analysis and evaluation of researches carried out in endeavours
University of Birmingham, 1996,
A PhD thesis submitted to the Faculty of Education and Continuing Studies of The University of Birmingham.

Cobb, Rory
Using tactile diagrams
Visibility, Summer 1994, No 11, p15
Advice on the use and production of tactile diagrams.

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Articles ✽ Visual Impairment: Braille & Tactile Communication

Arter, Christine

**Braille dyslexia: does it exist?**
*Visability*, Spring 1995, No 13, p11-12

An investigation of the possibility of Braille dyslexia in children who succeed in many areas of the curriculum but have unexplained difficulties with reading braille.

Stone, Juliet

**Reading through Braille**
*Visability*, Spring 1995, No 13, p5-6

Describes the issues encountered by children learning Braille.

Danby, Brenda

**Teaching Braille in a mainstream school**
*Visability*, Spring 1995, No 13, p9-10

A support teacher describes how she approached teaching Braille to a blind pupil in a mainstream classroom.

Lee, Nicki

**Showing the pictures to visually impaired children**
*Visability*, Autumn 1995, No 15, p9

Feel Happy Project.

Lee, Nicki

**Art for visually impaired children**
*Visability*, Summer 1997, No 20, p29

Living Paintings Trust

Wilson, Claire

**Encouraging braillists to become bookworms: what’s new ... and what next?**
*Visability*, Spring 1999, No 25, p15

An update on reading schemes for children who are learning to read Braille.

Aldrich, Frances & Hindle, Yvonne

**Tactile graphics: problem or solution?**
*Visability*, Autumn 2003, No 39, p25-6

Report on a research programme looking into the design, teaching and use of tactile graphics in school.
Aldrich, Frances ... [et al]
**Tools of thought: towards independence in thinking and problem-solving**
*Visability*, Autumn 2004, No 42, p34-35
Introduces the notion of graphical displays as a “tool of thought” for sighted people and explores the difficulties and alternatives for visually impaired people to use these tools.

Clunies-Ross, Louise
**Braille: did you know?**
Facts about Braille code and its use reported in a recent RNIB study.

Jones, Angela & Wilson, Claire
**Debating Braille**
*Visability*, Summer 2005, No 44, p28-32
The debate about teaching grade 1 or 2 Braille from two viewpoints.

Leong, Susan
**Adding more spice to a braille literacy programme**
*Visability*, Autumn 2005, No 45, p5-7
Tried and tested activities for children when learning braille and to improve literacy.
Let’s play together

Buultjens, Marianna & Ferguson, Roseann


Outline of the initial findings from the first year of a study of how young blind children may be helped to develop exploratory skills.

Play behaviour of young blind children and its relationship to developmental stages

Ferguson, Roseann & Buultjens, Marianna


Observations of play behaviour in young blind children revealing a number of significant correlations between play categories and the Reynell-Zinkin Developmental Scales.

Infant massage: a strategy to promote self-efficacy in parents of blind infants

Lappin, Grace


Infant massage is promoted as a method for parents to improve confidence in dealing with their blind child and improve communication between them.

Should family and friends be involved in group-based rehabilitation programs for adults with low vision?

Rees, Gwyn ... [et al]


Looks at the views of clients of rehabilitation programmes in Australia.

Social identity, autism and visual impairment (VI) in the early years

Dale, Naomi & Salt, Alison


Explores how visual impairment might impact on early social and emotional development including self-awareness and communication with others.

Activity-based intervention for multiple-disabled visually impaired people

Tellevik, Jon Magne & Elmerskog, Bengt


A programme which develops a holistic teaching approach based on participation in everyday activities, aiming at involving people with MDVI in their social and physical environment.

Demonstrating daily living devices to older people with sight loss: a programme evaluation with implications for good practice and policy development

Percival, John


Evaluation of a programme of assistive technology demonstrations to older people with visual impairment.
Effects of various mounting systems of near magnification on reading performance and preference in school-age students with low vision

*A study of children using low vision aids and how different mounting systems (hand held, stand mounted, spectacle mounted and electronic) affect use.*

"A great moment ... because of the music": An exploratory study on music therapy and early interaction with children with visual impairment and their caregivers

*A ten week study of children with visual impairments aged 1-4 and their carers participating in music therapy group sessions.*

Impact of visual impairment on nutritional status: A systematic review

*A review of the literature on how well visually impaired people are able to look after their own nutritional needs, through choosing or preparing food and knowledge of appropriate supplements.*

Quality of life of children and adolescents with visual impairment

*Reading, driving, watching TV or taking part in sport are activities that people with visual impairments may find challenging. This study looks at how the impact on quality of life could be mitigated by earlier intervention. Survey of children and young people with visual impairments and their parents.*

Exploring the lived experience of acquiring life skills with congenital total blindness: An interpretative phenomenological analysis

*A study of young adults who were born totally blind to assess their perception of life skills they have or lack as a result of their education and development.*

Early social-emotional development in blind infants

*A study which compares the social and emotional development of visually impaired children with sighted children, aged 9-12 months.*

Curriculum close-up: Focus on early years

*Ideas and tips for the first few years of a visually impaired child's life. Includes lists of resources, "The 12 Features of Play", "4 seasons in one tray" and transition to nursery.*
Daelman, Marlene

**Early communication**

*Eye Contact*, Summer 1997, No 18, p18-20

Discusses theories on the development of communication with children who are deafblind or have multiple disabilities and reports on work being carried out in Europe.

Focus on Play

*Eye Contact*, Spring 1998, No 20 (Whole issue)

A recurring theme of this issue is expensive, commercial toys do not always make the best playthings. Advice ranges from choosing toys to sourcing them, and explores the possibilities presented by everyday objects as well as specialised technology.

Comerford, Margaret

**Seeing the light: a visual stimulation programme**

*Eye Contact*, Summer 2003, No 36, p20-22

Using multisensory environments and techniques to help stimulate vision in children with multiple disabilities and visual impairment.

Hall, Pam

**Learning through play: early cause and effect activities**

*Eye Contact*, Autumn 2003, No 37, p12-14

Activities to help children who are learning to control a switch and develop towards intentional communication.

Evans, Jane

**Developing the use of touch**

*Focus*, Sept 1995, No 16, p1-5

Encouraging development of tactile sessions and use of objects of reference, particularly with people who are tactile defensive.

Mansell, Bobby

**Physiotherapy assessment: useful pointers**

*Focus*, Feb 1997, No 20, p2-8

Looks at a physiotherapy assessment of two young women with cerebral palsy.

Janson, Ulf & Merenyi, Ann-Charlotte

**Social play between blind and sighted preschool children**

*ICEVH Early Childhood Conference, Bangkok*, 2-5 August 1992,

Study of peer relationships between visually impaired and sighted children in mainstream settings.
Brill, Sheila

*My learning wall: my dad made it*


Home made toys/activity ideas for children with complex needs.

RNIB Redhill College

*Making the transition to adult life*

*Insight*, Jan/Feb 2006, No 1, p38-41

Describes the residential life skills programme at Redhill College aimed at offering students better opportunities for independence in everyday life.

Haylott, Vicky

*Hands and ears*

*Insight*, Nov/Dec 2007, No 12, p20-22

A mother describes life with her 2 year old son. The family are all blind.

McKinley, Janice

*Bringing play into a neonatal unit*

*Insight*, Nov/Dec 2007, No 12, p25-26

Describes a home-visiting play service (portage) in Bradford who are helping severely multiply disabled children access play from an early age.

Bailey, Gail

*Toilet training with children who are blind or have very little vision*

*Insight*, Jan/Feb 2008, No 13, p40-42

Advice for helping visually impaired children to become toilet trained.

*Kitchen confidence*

*Insight*, Mar/Apr 2008, No 14, p10-14

Article follows three youngsters as they learn to cook.

Hills, Laura

*Overcoming swallowing difficulties*

*Insight*, Mar/Apr 2008, No 14, p15-17

 Discusses some of the problems surrounding feeding children who have multiple disabilities and visual impairment.
Bailey, Gail

**Promoting autonomy**

*Insight*, Mar/Apr 2008, No 14, p28-29

Examines the issues and suggests ways of enabling carers to let a young person make their own choices and learn from new experiences.

Cuthbert, Janet

**Changing our view of early years development: Oregon and the Journal**

*Insight*, Mar/Apr 2008, No 14, p36-39

Staff at a service in Leeds explore combining use of Oregon with the newer Early Support Developmental Journal for babies and children with VI.

Goldbart, Juliet

**Doing it for a purpose**


Techniques for parents and carers to develop, in their children, the awareness of their actions having consequences and the motivation to do things (intentionality).

Hislop, Gill

**Successful home-visiting**


A qualified teacher of visually impaired children explains how to make a home visit a success.

Jennings, Julie

**Early years at RNIB Northwood**


Looking at how to implement the English Early Years Foundation Stage framework.

Ardern, Joanne

**Time to sparkle**

*Insight*, Mar/Apr 2010, No 26, p

Describes a playgroup in Sheffield for visually impaired children.

Bruce, Tina

**Why play matters**

*Insight*, Mar/Apr 2010, No 26, p11-13

Talks about the importance of play particularly with young visually impaired children.
Denziloe, Judy
Making sense of play: part one
Insight, Mar/Apr 2010, No 26, p18-20
Features the types of play that are appropriate in sensory rooms.

Denziloe, Judy
Making sense of play: part two
Insight, May/Jun 2010, No 27, p29-31
Explains how to make a really good sensory room and where you can save money by shopping around and using everyday items.

Wall, Karl
Minimising and managing risk
Insight, Jul/Aug 2010, No 28, p41
Learning about risks is a vital part of building independent living skills.

Gregory, Karina
Friendship and social networking
Insight, Oct/Dec 2011, No 36, p11
A visually impaired person describes her friendships and social networks at various stages of her life.

Syvret, Jacqui
Working towards confidence
Insight, Oct/Dec 2011, No 36, p18-20
A school in Devon pilots two programmes aimed at improving social, independence and employment skills for pupils who are visually impaired.

Town and country
Insight, March/April 2012, No 38, p22-25
Six young adults talk about how they get around comparing countryside with town living.

McCormack, Gwyneth
How to buy clothes
Insight, March/April 2012, No 38, p37-40
Advice for young people on how to get assistance with shopping for clothes, including assessing your body shape and choosing colours and fabrics. RNIB have set up special training for staff at a high street chain to assist people with sight problems.
Articles ✪ Visual Impairment: Daily Living & Early Development

**Budd, Jo**  
*Parenting a visually impaired toddler*  
*Insight*, Jul/Aug 2012, No 40, p34-35

Mum to two year old Dylan talks about how her son takes on the world. (Title incorrect on magazine)

**McDonald, Suzy**  
Habilitation skills  
*Insight*, Nov/Dec 2012, No 42, p27

Tips for how children with visual impairments can be introduced to cutting and chopping food (ie preparing fruit and veg for cooking), and have fun in the kitchen.

**McDonald, Mary**  
What affects the development of young children with a vision impairment?  
*Insight*, May/June 2013, No 45, p20-22

A summary of new research being undertaken at Great Ormond Street Hospital on early development and support in babies who are blind.

**Finch, Eileen**  
Access2Books  
*Insight*, May/June 2013, No 45, p46-47

Describes the startup of Access2Books which was prompted by a grandmother who was losing her sight wanting to read to her grandchildren.

**Neuchterlien, Louise**  
Habilitation skills  
*Insight*, Jul/Aug 2013, No 46, p18-19

Saturday cooking club for visually impaired young people offers a chance to gain skills safely and an opportunity to socialise.

**Lewin, Debs**  
Life skills boot camp  
*Insight*, May/June 2014, No 51, p12-13

Three day residential for young people with visual impairments helps them to learn about independent living, travel and leisure.

**Swinhoe, Katy**  
To the beach and beyond  
*Insight*, May/June 2014, No 51, p42-43

Children with complex needs put all terrain buggies to the test at the beach and country park.

Scottish Sensory Centre
Lewin, Debs

**Cooking up independence**

*Insight*, Nov/Dec 2014, No 54, p29-31

A team of chefs (who are themselves visually impaired) pass on their expertise to some teenagers who are visually impaired.

Thurgur, Rebecca

**Thinking right and feeling good**

*Insight*, Nov/Dec 2014, No 54, p34-35

An activity weekend led by Action for Blind People concentrated on social and emotional issues.

Naish, Lucy

**Doing it by the board**

*Insight*, Mar/Apr 2007, No 8, p30-32

Use of a resonance board to facilitate communication with a young child with visual impairment and complex needs.

Rowland, Charity

**Preverbal communication of blind infants and their mothers**


A study of early communication between visually impaired young children and their mothers.

Parsons, Sandy

**Function of play in low vision children (Part 1): a review of the research and literature**


A literature review of the play of visually impaired children.

Parsons, Sandy

**Function of play in low vision children (Part 2): emerging patterns of behaviour**


A study of the play patterns of children with low vision compared with sighted peers.

Bigelow, A

**Relationship between the development of language and thought in young blind children**


A study of 3 visually impaired children looking at their acquisition and use of language.
Brambring, Michael & Troster, Heinrich

**On the stability of stereotyped behaviors in blind infants and preschoolers**


Discusses the occurrence of blind mannerisms amongst young children with visual impairments such as eye poking and rocking.

Finn, D M & Fewell, R R

**Use of play assessment to examine the development of communication skills in children who are deafblind**


A study which evaluates the relationship between the play behaviour of children who are deafblind and their communication skills.

Rettig, Michael

**Play of young children with visual impairments: characteristics and interventions**


A literature review of the play of visually impaired children.

Troster, Heinrich & Brambring, Michael

**Play behavior and play materials of blind and sighted infants and preschoolers**


A study based on a parent survey about the play behaviour of their children. The survey targeted both visually impaired and sighted children.

McAlpine, Linda M & Moore, Chris L

**Development of social understanding in children with visual impairments**


Looks at the development of children's awareness of other's perspectives, exploring the differences between sighted and blind children.

Dote-Kwan, Jamie

**Impact of mothers’ interactions on the development of their young visually impaired children**


Miletic, Gordana

**Perspective taking: knowledge of level 1 and level 2 rules by congenitally blind, low vision and sighted children**


A study of perspective taking comparing levels of development in children aged 8 who are sighted, partially-sighted or blind.
Articles: Visual Impairment: Daily Living & Early Development

McHugh, Elaine & Pyfer, Jean
Development of rocking among children who are blind
Journal of Visual Impairment & Blindness, Feb 1999, Vol 93, p82-95
Looks at blind children who use the 'rocking' mannerism often associated with visual impairment.

Lewis, Sandra & Iselin, Sandra A
Comparison of the independent living skills of primary students with visual impairments and their sighted peers: a pilot study
Parents of children with visual impairments and parents of their peers were interviewed to determine their children's mastery of 101 daily living skills. The children with visual impairments performed only 44% of the tasks independently, while the sighted children performed 84% independently.

Bruce, Tina
Rags to riches? Just pretend ...
Look, Spring 2006, No 43, p13-14
Looks at using "treasure baskets" full of playthings (ie, commonplace objects) to promote imaginative play.

Venables, Peter
New challenges in education for rehabilitation work
NB, Aug 2008, No 32, p25-29
Outlines some of the changes to the training of rehabilitation workers (Birmingham City University).

Haywood, Patrick
Sight loss services: a workforce for the 21st century?
NB, Jan 2009, No 37, p40-43
Looks at the future of rehabilitation services.

Eccentric viewing: the art of seeing better
NB, Apr 2009, No 40, p34-39
People with macular degeneration have benefitted from training in a technique which helps them get the most from their remaining sight.

Cooper, Sue
Light for sight: why health and care professionals need to know about lighting
NB, May 2010, No 53, p18-22
An initiative by the Thomas Pocklington Trust is highlighting the need to ensure there is good, appropriate lighting in the homes of people with sight problems. Research shows that small changes can lead to dramatic improvements in the quality of life of people with visual impairments.
Are our services for children good enough?

*NB*, Sept 2010, No 57, p15-18

Three professionals give their views on current service provision for children with sight problems.

6/60: Why registration figures don’t add up

*NB*, Sept 2010, No 57, p20-23

Looks at how a new database in Wales has revealed new insights into the experiences of people with sight loss.

Re-ablement: a peg to hang rehabilitation services on

*NB*, June 2011, No 66, p24-26

Explores what a new Government term "re-ablement" is and how it differs from rehabilitation.

Amazing babies

*NB*, July/August 2013, No 87, p30-31

Research has been done with sighted babies of blind parents to explore how their cognitive and social skills may be affected by the atypical face-to-face communication they have with their parent(s).

Make a Melody

*NB*, Mar/Apr 2014, No 91, p24-25

Discusses a new young children’s TV programme featuring Melody who is partially sighted.

Children and young adults with visual disabilities: ONCE work models to ensure an independent life


Looks at models in Spain for developing the independent living skills of visually impaired children and young people.

When Ali goes blind: about disability and the meeting of cultures


Ali is a blinded refugee from a Muslim country who has ended up in Denmark. The Danish rehabilitation services describe and explain the cultural differences they have had to deal with.
Parent perspectives on independent living  
Three sets of parents share their perspectives on their children's independent living.

Bruce, Tina  
**Childhood play and adult creativity: could there be a link?**  
*Visability*, Summer 2003, No 38, p14-15  
Discusses a variety of scenarios children use for creative play.

Greedy, Sara  
**Overcoming hurdles**  
*Visability*, Autumn 2004, No 42, p31-32  
Describes how the parents of a 10 month old child with albinism support and protect their child.

Rhodes, Lynda  
**Sharing Angharad’s story (Peter's anomaly)**  
*Visability*, Summer 2005, No 44, p13-15  
A mother discusses the value of talking openly about her daughter’s disabilities. (Peter's anomaly)

Towson, Jayne & Towson, Cliff  
**Life, teenagers and Stickler syndrome**  
*Visability*, Summer 2005, No 44, p18-20  
The story of a family of three brothers all with the rare condition, Stickler Syndrome. The parents (also visually impaired) describe overcoming the difficulties.

Inde, Kristia  
**See more: a practical project for children with low vision**  
*Visability*, Autumn 2005, No 45, p19-21  
The project aims to identify at what age children should start to use optical aids and encourages them to use their residual vision.
Handwriting and children with visual impairments
This article stresses the importance of early intervention in the teaching of handwriting to children with a visual impairment.

Coping with the National Curriculum in modern foreign languages: an equal opportunities issue? (Part one of two)
Report on a survey of educational establishments catering for visually impaired children on how teachers cope with modern foreign languages.

Coping with the National Curriculum in modern foreign languages: an equal opportunities issue? (Part two of two)
Report on a survey of educational establishments catering for visually impaired children on how teachers cope with modern foreign languages.

Teaching music to the visually impaired student in a standard school setting
Considers the kinds of information a music teacher may require to cope with the needs of a visually impaired student in a mainstream setting.

Listening in: music for students with a visual impairment
Improving general listening skills using music and some exploration of music therapy as a way to improve self-esteem.

Structured teaching for individuals with visual impairments
Describes a scheme of assessing and teaching individuals with Autistic spectrum disorders and visual impairments called TEACCH (treatment and Education of Autistic and related Communication handicapped CHildren).

Survey of educational provision for blind and partially sighted children in England, Scotland and Wales in 2002
Summary of a questionnaire sent to VI Services in local education authorities in England, Scotland and Wales by the RNIB in 2002.
Lewin-Jones, Jenny & Hodgson, Joe

**Differentiation strategies relating to the inclusion of a student with a severe visual impairment in higher education (modern foreign languages)**


A case study following a student of German with a severe visual impairment. Outlines problems faced by both the student and the teachers.

Wong, Meng Ee

**Higher education or vocational training? Some contributing factors to post-school choices of visually impaired students in Britain: Part 1 Great Britain**


Examines the choices of visually impaired students for post-school education.

Gray, Gemma & Wilkins, Sarah Morley

**Snapshot of 2003-4: blind and partially sighted students in higher education in England and Northern Ireland**


Reports on a survey of blind students in higher education in England and Wales.

Pring, Linda & Ockelford, Adam

**Children with septo-optic dysplasia: musical interests, abilities and provision: the results of a parental survey**


A group of children with septo-optic dysplasia were surveyed for musical interests and opportunities. Children with this condition had been identified as seeming to have unusually high levels of musical interest or ability.

French, Sally

**Don't look! The history of education for partially sighted children**


This article traces the development of education for partially sighted children 1900-1960, with emphasis on misguided sight-saving measures. Concludes with a plea to listen to the views of the children themselves.

Mallineni, Sharmila; Nutheti, Rishita; Thangadurai, Shanimole; Thangadurai, Puspha

**Non-verbal communication in children with visual impairment**


Examines what non-verbal behaviour visually impaired children exhibit, if any and how this is interpreted by the people working with them.

Argyropoulos, Vassilios & Stamouli, Marina

**Collaborative action research project in an inclusive setting: assisting a blind student**


A study of inclusive education in a primary school in Greece.

Scottish Sensory Centre
Articles ♦ Visual Impairment: Education

McLeish, Eve

**Study of the effect of letter spacing on the reading speed of younger readers with low vision**


A study of the impact of letter spacing on the readability by children with visual impairment. It indicates that properly spaced letters can allow a reduction of the print size.

Steer, Michael; Gale, Gillian; Gentle, Frances

**Taxonomy of assessment accommodations for students with vision impairments in Australian schools**


Outlines the provision of adjustments to examinations and assessments for students with visual impairments in Australia.

Stamou, Eirini ... [et al]

**Effect of self-talk on the penalty execution in goalball**


Blind paralympic athletes are tested in the motivational and instructional effects of self-talk.

Eniola, Mike S & Adebiyi, Kunle

**Emotional intelligence and goal setting: an investigation into interventions to increase motivation to work among visually impaired students in Nigeria**


Reports on training for visually impaired students to improve emotional intelligence and motivation in order to improve skills for successful employment.

Pagliano, Paul J; Zambone, Alana M; Kelley, Pat

**Helping children with visual impairment develop humour: a review of the literature**


Recommendations for people involved in the lives of visually impaired children to ensure that their disability does not affect their ability to develop a sense of humour.

Porter, Jill & Lacey, Penny

**Safeguarding the needs of children with a visual impairment in non-VI special schools**


Investigates the provision for multiply disabled children who also have a visual impairment placed in special schools with no visual impairment focus in one local authority.

Roe, Joao

**Social inclusion: meeting the socio-emotional needs of children with vision needs**


Explores the ways in which professionals can promote socio-emotional development in visually impaired children.
Pring, Linda

**Psychological characteristics of children with visual impairments: learning, memory and imagery**


Looks at the performance of VI children on a range of tasks reflecting learning, memory and mental imagery. Practical interventions are described for tasks where performance was weak.

Keil, Sue & Crews, Nicola

**Post-16 and post-18 transitions of young people with visual impairment in Wales**


Follows the pathways of five visually impaired people into further or higher education and employment.

Surakka, Airi & Kivela, Tero

**Motivating visually impaired and deafblind people to perform regular physical exercises**


The study investigated different approaches to motivate deaf-blind people to exercise, particularly those exercises which help reduce common physical problems such as poor balance, posture and coordination.

Papadopoulos, Konstantinos S ... [et al]

**Spelling performance of visually impaired adults**


Compares the spelling performance of visually impaired people who use different media (large print, Braille, CCTV, magnifiers etc).

Herold, Frank & Dandolo, Jack

**Including visually impaired students in physical education lessons: a case study of teacher and pupil experiences**


An English study of the gap between policies for inclusion and the reality of children with disabilities participating in physical education.

Goudiras, Dimitrios B ... [et al]

**Factors affecting the reading media used by visually impaired adults**


An examination of the reading media of visually impaired adults (braille, screen readers, low vision aids, audio cassettes).

Stanford, Penelope; Waterman, Heather; Russell, Wanda B; Harper, Robert A

**Psychosocial adjustment in age related macular degeneration**


People with age related macular degeneration (AMD) who had been newly diagnosed were asked to maintain a diary to help give a picture of the social and psychological effects of their visual loss.
Gustafson-Pearce, Olinkha; Billett, Eric; Cecelja, Franjo
Testing the effectiveness of a tactile signal to deliver navigation information while the participant’s attention is otherwise engaged
A study of the effectiveness of a bodyworn tactile GPS device (TUGS) as a navigation aid to visually impaired people.

Dodgson, Andrew & McCall, Steve
From novice to expert: an investigation into the professional development of Rehabilitation Workers through a study of practice in technical
Reviews the provision of professional development opportunities for rehabilitation workers in the UK.

Charles, Nigel & Manthorpe, Jill
Exploratory qualitative study of equity and the social care needs of visually impaired older people in England
A small study of the ways in which social care practitioners describe their assessment practice with visually impaired older people in England.

Matawa, Christina
Exploring the musical interests and abilities of blind and partially sighted children and young people with Retinopathy of Prematurity
A group of children with retinopathy of prematurity were surveyed for musical interests and opportunities. Children with this condition had been noticed to have high levels of musical interest or ability.

Hess, Itay
Visually impaired pupils in mainstream schools in Israel: Quality of life and other associated factors
Study of the quality of life of visually impaired pupils. A survey of pupils and teachers revealed that a positive atmosphere contributed to a better student experience.

Bowen, Jayne
Visual impairment and its impact on self-esteem
A study of boys and girls with visual impairments at primary and secondary schools measuring their self esteem and comparing the gender and age differences.

Sharma, Umesh ... [et al]
Forming effective partnerships to facilitate inclusion of students with vision impairments: Perceptions of a regular classroom teacher and an itinerant
Looks at the partnership of the visiting specialist teacher and the classroom teacher in supporting children with visual impairments in a mainstream school.
Articles - Visual Impairment: Education

Tobin, Michael; Hill, Eileen; Hill, John

**Retinoblastoma and superior verbal IQ scores?**


An IQ study of children with retinoblastoma to test the hypothesis that they are of above average intelligence.

Shih, Chih-Ming & Chao, Hsin-Yi

**Ink and wash painting for children with visual impairment**


Visually impaired children are introduced to Chinese calligraphy methods developed by a blind calligrapher.

Taylor, Kim & Preece, David

**Using aspects of the TEACCH structured teaching approach with students with multiple disabilities and visual impairment: reflections on practice**


A teacher describes how they have adapted aspects of TEACCH, which was developed for use with autistic children, for use with children with MDVI.

Tobin, Michael J & Hill, Eileen

**Note on some problems in the testing of personality characteristics in children with visual impairment**


Short article outlining the difficulties with using existing personality tests with children who have a visual impairment.

Pfeiffer, Jens P & Pinquart, Martin

**Control strivings in attaining peer-group membership and forming romantic relationships among adolescents with and without visual impairment**


Looks at visually impaired young people’s attitudes to achieving personal goals and the extent to which they increase their efforts or give up when confronted with beneficial or unfavourable conditions in achieving their goals.

Wong, Meng Ee & Cohen, Libby

**School, family and other influences on assistive technology use: access and challenges for students with visual impairment in Singapore**


Looks at the deployment of assistive technology for visually impaired pupils in Singapore. Evidence suggests that class teachers need more support and training in the use of equipment.

Kirkcaldy, Andrew & Barr, Wally

**Coming to terms with sight loss: impact of RNIB’s ‘Finding Your Feet’ programmes on participants’ quality of life**


Evaluates the RNIB’s programme of intensive peer support workshops to help people coming to terms with sight loss.
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<td>A study of a group of nine visually impaired students studying at a higher education institution in the UK to assess the factors which helped or hindered their participation in student life.</td>
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<td>Compares the reading performance (reading rate and comprehension) of normally sighted pupils with visually impaired children (using either large print or Braille).</td>
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<td>Halder, Santoshi &amp; Datta, Poulomee</td>
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Akakandelwa, Akakandelwa & Munsanje, Joseph
Provision of learning and teaching materials for pupils with visual impairment: results from a National Survey in Zambia
Study of the provision of resources for visually impaired pupils in schools in Zambia.

Marquès-Brockopp, Lorna
Broad reach of the wellbeing debate: emotional wellbeing and vision loss
An exploration into the current interest in emotional and physical wellbeing. Looks at different models of wellbeing which could be explored by research and to open up the debate.

Douglas, Graeme; Pavey, Sue; Corcoran, Christine; Clements, Ben
Evaluating the use of the ICF as a framework for interviewing people with a visual impairment about their mobility and travel
Study of mobility and travel behaviour of visually impaired people was analysed using the ICF model of social versus individual barriers.

Wormnæs, Siri & Sellæg, Nina
Audio-described educational materials: Ugandan teachers’ experiences
Audio-description used as a training tool for visually impaired teachers.

Mohanty, Soubhagyalaxmi; Pradhan, Balaram; Nagathna, R
Effect of yoga practice on proprioception in congenitally blind students
Yoga practice has been shown to improve body awareness in sighted children, this study looks at the effects of yoga practice on children with visual impairments.

Whitburn, Ben
'A really good teaching strategy': Secondary students with vision impairment voice their experiences of inclusive teacher pedagogy
Consults children with visual impairments on the education they received in inclusive settings in mainstream schools.

Hewett, Rachel; Douglas, Graeme; Keil, Sue
Post-16 transition experience of visually impaired young people in England and Wales: Early findings from a longitudinal study
Experiences of young people with visual impairments in transition from school to further or higher education and employment.
Bloeming-Wolbrink, Kitty A ... [et al]
*Effects of changes in life circumstances on interaction and communication in adults with congenital deafblindness and an intellectual disability*
Monitors the effect of a project to improve the living conditions of people who are deafblind with learning disabilities.

Marquès-Brocksopp, Lorna
*How does a dog attack on a guide dog affect the wellbeing of a guide dog owner?*
Looks at the practical and emotional effects of a guide dog being attacked for the owner.

Bohan, Danial Bin & James, Chan Tuck Wah
*Mobility of a guide dog team in Singapore: A case study*
A study of a guide dog owner's experiences with her guide dog in Singapore. It is uncommon for guide dogs to be seen in Singapore and the study discusses the challenges.

Little, Suzanne & Dutton, Gordon
*Some children with multiple disabilities and cerebral visual impairment can engage when enclosed by a ‘tent’: Is this due to Balint syndrome?*
This article describes and reflects upon the use of diffusely coloured 'tents' to enclose children with their therapist to improve attention, engagement and understanding in children with multiple disabilities and cerebral visual impairments.

Richardson, John TE
*Academic attainment in visually impaired students in distance education*
Students with visual impairments undertake modules via distance learning with the Open University This study assessed how well they did and if they completed the course compared with their sighted peers.

Kelly, Stacy M; Wild, Tiffany A; Ryan, Caitlin L; Blackburn, Mollie V
*Looking back at the service delivery models of sex education in the United States: Adults with visual impairments report on their experiences*
Visually impaired adults reflect on how they were taught sex education.

Augestad, Liv Berit & Jiang, Lin
*Physical activity, physical fitness, and body composition among children and young adults with visual impairments: A systematic review*
A literature review of articles published between 1984-2014 pertaining to the fitness and physical activity levels of children and young people with visual impairments.
Brunes, Audun; Flanders, W Dana; Augestad, Liv Berit

Effect of physical activity on mental health among adolescents with and without self-reported visual impairment: The Young-HUNT Study, Norway


Part of the data from a health survey of adolescents in Norway during 1995-97 with a follow-up 4 years later. Responses from visually impaired adolescents (with no other disability) were studied for a correlation between mental health and wellbeing and physical activity.

Bayram, Gözde Irem ... [et al]

Exploratory study of visually impaired students' perceptions of inclusive mathematics education


Legislation for the presumption of inclusive education of visually impaired children in Turkey was introduced in 2005. This research looks at the effectiveness of teaching mathematics to visually impaired pupils in an inclusive setting.

Dick, Joanne ... [et al]

Vision awareness training for health and social care professionals working with people with intellectual disabilities: Post-training outcomes


People with learning disabilities are 10 times more likely to have a visual impairment than the rest of the population, yet lack of awareness of their vision needs among health and social care staff can act as a barrier to accessing appropriate care and treatment.

Tobin, Michael J & Hill, Eileen W

Is literacy for blind people under threat? Does braille have a future?


A review of the adoption of Unified English Braille (UEB) by the UK and its possible impact on braille learning.

Leuders, Juliane

Tactile and acoustic teaching material in inclusive mathematics classrooms


Tactile and audio methods are analysed regarding their use in inclusive mathematics education for children with sight loss.

Ramsamy-Iranah, Sabrina ... [et al]

Comparison of three materials used for tactile symbols to communicate colour to children and young people with visual impairments


A series of 14 tactile symbols were developed to represent different colours and shades for children and young people with visual impairment.

Jarjoura, Waleed & Karni, Avi

Novel Tactile Braille-Stroop test (TBSt)


The Stroop test typically asks participants to name the colour of text while the text says a different colour. Braille readers were asked to name the type of material (eg paper, plastic, or Braillon) they were touching with braille that was contradictory.
Vallée, Aurélie; Rovira, Katia; Deschamps, Loïc
Study of collaboration via a digital space accessible to adolescents with visual impairment
Explores a system of tactile feedback from a computer for users who are visually impaired.

Fichten, Catherine S ... [et al]
Exploratory study of college and university students with visual impairment in Canada: grades and graduation
Looks at the academic intentions and success of students who are visually impaired.

de Verdier, Kim
Inclusion in and out of the classroom: A longitudinal study of students with visual impairments in inclusive education
Study of social inclusion of children with visual impairments in mainstream classrooms.

Fernandes Costa, Marcelo; Cunha, Gil; de Oliveira Marques, João Pedro; Castelo-Branco, Miguel
Strabismic amblyopia disrupts the hemispheric asymmetry for spatial stimuli in cortical visual processing
Looks at how vision and the brain is affected by a squint.

Alhammadi, Muna
Educational rights for learners with vision impairment in UAE higher education institutions: Addressing the gap between Federal Law No. (29), 2006,
Looks at the accessibility of higher education for visually impaired students in light of changes to disability legislation in the United Arab Emirates.

McLinden, Michael ... [et al]
‘Access to learning’ and ‘learning to access’: Analysing the distinctive role of specialist teachers of children and young people with vision impairments
Looks at the the role of the specialist teacher of children with visual impairments (QTVI) who supports children in accessing the curriculum and in learning the specialist skills they will need for living independently (eg mobility).

Brian, Ali S; Haegle, Justin A; Lieberman, Lauren; Bostick, Laura
Content and face validity for the Test of Perceived Motor Competence for children with visual impairments: A Delphi investigation
A test of physical competence for young children has been adapted for children with visual impairments. This study explores the validity of the new test to accurately estimate the perceived motor skills of children with visual impairments.
Patterson, John A & Loomis, Colleen
Linking schools, universities, and businesses to mobilize resources and support for career choice and development of students who are visually impaired
Looks at linking schools, universities and local organisations to make the school curriculum more relevant for career development for students who are visually impaired.

Lang, Markus; Hintermair, Manfred; Sarimski, Klaus
Social-emotional competences in very young visually impaired children
A study of the social and emotional development of visually impaired children in the early years.

Hogg, Kat ... [et al]
Habilitation provision for children and young people with vision impairment in the United Kingdom: A lack of clarity leading to inconsistencies
A study of the quality and availability of habilitation services to children with a visual impairment.

de Schipper, Tessa; Lieberman, Lauren J; Moody, Brigitte
"Kids like me, we go lightly on the head": Experiences of children with a visual impairment on the physical self-concept
This study looked at how visually impaired children felt about their body and physical abilities and how this impacts on their self image and esteem.

Haegele, Justin A; Yessick, Amanda; Kirk, T Nicole
Physical activity experiences of youth with visual impairments: An Alaskan perspective
A study of 4 visually impaired young people and their experiences of physical activity.

Brian, Ali; Bostick, Laura; Taunton, Sally; Pennell, Adam
Construct validity and reliability of the Test of Perceived Motor Competence for children with visual impairments
Younger children with visual impairments were asked to rate their physical abilities. Looks at the Test of Perceived Motor Competence adapted for VI people (TPMC-VI).

Giese, Martin; Teigland, Christina; Giessing, Jürgen
Physical activity, body composition, and well-being of school children and youths with visual impairments in Germany
A study of children and young people to compare the physical activity and well-being of children with visual impairments with those who are sighted.
Starkoff, Brooke E ... [et al]
Physical activity patterns of adults with visual impairments
Participants were surveyed on their activity levels.

Tindall, Daniel W; Foley, John T; Beets, Micheal W; Lieberman, Lauren J
Physical activity levels of children with visual impairments during an adapted sports camp
Children attending an activity camp were monitored whilst engaged in a variety of physical activities (eg, athletics, gymnastics, martial arts and games) to find out where children were most likely to have higher activity levels.

Furtado, Otávio LPC; Lieberman, Lauren J; Gutierrez, Gustavo L
Sport summer camp for children and youth with visual impairment: Descriptive case study of Camp Abilities
A study of Camp Abilities, an educational sports camp for children with visual impairments.

Columna, Luis; Lepore-Stevens, Maria; Kavanagh, Erin L W K D
Effective education for families of children with visual impairments and blindness in physical activity environments: A workshop model with a focus on
Mobility skills were delivered in the context of a larger physical activity programme.

Columna, Luis ... [et al]
Parents' perceptions of physical activity experiences for their families and children with visual impairments
Parents of visually impaired children were surveyed on their perceptions and experiences of physical activity for their family.

Libera, Bianca Della & Jurberg, Claudia
Teenagers with visual impairment and new media: A world without barriers
Despite the visual nature of many social media platforms, young people with visual impairments still use and enjoy them as much as their sighted peers. There are implications for educational practice.

Brunes, Audun; Krokstad, Eli; Augestad, Liv Berit
How to succeed? Physical activity for individuals who are blind
A case-study of factors that can help people with visual impairments engage in physical activities.
Comparison of three interactive video games for youth with visual impairments


Looks at the physical effectiveness of active video games such as Dance Dance Revolution, EyeToy Kinetic and Wii Boxing. Assessed the duration of moderate-to-vigorous activity while playing the games as a route to increase physical activity of visually impaired young people.

Educating students with vision impairment today: Consideration of the expanded core curriculum


Looks at the inclusion of students with visual impairments and whether classroom teachers should become aware of and incorporate elements of the expanded core curriculum to improve the inclusion experience.

Being noticed for the way you are: Social inclusion and high school students with vision impairment


Children with visual impairments were surveyed to find out to what extent they felt socially included at school.

‘We can’t do anything’: The experiences of students with visual impairments in physical education classes in Brazil


Investigates the experiences of students aged 13-18 with visual impairment in physical education activities in Brazil. Inclusion is promoted in Brazil but in PE pupils with visual impairment often fail to be successfully included.

Enablers and disablers to academic success of students with visual impairment: A 10-year literature disclosure, 2007-2017


This literature review covering the last 10 years explores the barriers to achievement in higher education for students with visual impairment across 16 countries.

Teaching pedagogies in Tanzanian inclusive educational settings: Do they respond to diverse needs? Voices from students with visual impairment


A study of the teaching practices in schools and universities in Tanzania and how successfully learners with a visual impairment are included.

Vocabulary instruction for an English language learner with visual impairment: A multiple-components intervention including tactile representations


A visually impaired student learning English was introduced to new vocabulary relating to the Biology curriculum using interventions including tactile media.
Articles ★ Visual Impairment: Education

Norris, Michael L; Toole, Karen M; Columna, Luis
Educating parents in aquatics activities for children with visual impairments
Describes a workshop for parents of children with visual impairments to encourage and support water-based activities, such as swimming, with their children.

Pino, Angela & Viladot, Laia
Teaching–learning resources and supports in the music classroom: Key aspects for the inclusion of visually impaired students
A study of music provision and resources for students who are visually impaired.

Jones, Beth Ashby; Rudinger, Belinda; Williams, Nichole; Witcher, Stephanie
Training pre-service general educators in assistive technology competencies for students with visual impairments
Looks at how and to what extent initial teacher education prepares teachers for using assistive technology with children with visual impairments.

Yessick Amanda & Haegele, Justin A
“Missed opportunities”: Adults with visual impairments’ reflections on the impact of physical education on current physical activity
Interviews with adults with visual impairments on physical activity and health to examine the influence of PE classes at school on subsequent participation in physical activity and understanding their capabilities.

Jones, Nabila; Bartlett, Hannah Elizabeth; Cooke, Richard
Analysis of the impact of visual impairment on activities of daily living and vision-related quality of life in a visually impaired adult population
Results from a survey of people with visual impairment on their daily living skills (shopping, cooking etc) and how this affects quality of life.

Mohanty, Soubhagyalaxmi ...[et al]
Development and validation of a yoga module for children with visual impairment: A feasibility study
A course of yoga classes for visually impaired children was evaluated for its suitability to contribute to their physical well-being and development.

Scally, Jennifer B & Lord, Rhiannon
Developing physical activity interventions for children with a visual impairment: Lessons from the First Steps initiative
Reports on the interventions set up by a British Blind Sport’s First Steps project to improve physical activity levels of children with visual impairments.
Investigation of preferences and choices of students with vision impairments on literacy medium for studying

A survey of children aged 10-15 years to find out their preferred medium for learning and studying.

Moon system adapted for musical notation

Outlines how moon can be used to represent musical notation.

Art and touch: a conceptual approach

Students at the Royal National College for the Blind are discussed in terms of their artistic output.

Challenge of sex education and special needs

*Eye Contact*, Spring 1995, No 11, p5-8
A specialist in sex education for people with learning disabilities outlines some strategies which can also apply to children who are visually impaired.

Play: are we getting it right?

*Eye Contact*, Summer 1996, No 15, p13-14
Looks at how play is used in educational settings for children with multiple disabilities and whether it is always appropriate for the child.

Need for special schools, The

*Eye Contact*, Summer 1996, No 15, p5-7
Argues the case for specialised educational environments for children who are deafblind or who are sensory impaired with multiple disabilities.

Literacy hour: a positive approach

*Eye Contact*, Spring 1999, No 23, p27-28
Describes how a special school for children with profound and multiple learning difficulties has approached literacy hour.
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Verbrugge, Gerry & Brotherdale, Nicola

Planning a multi-sensory lesson
*Eye Contact*, Summer 1999, No 24, p17-20
Describes a multi-sensory lesson using an inter-disciplinary team.

Bolt, Jonathan

'Once upon a time ...': Dinosaurs, the literacy hour and objects of reference
*Eye Contact*, Autumn 1999, No 25, p11-12
Sensory stories and literacy for children with multiple disabilities.

Morse, Mary

Teaching children with cortical visual impairment
*Eye Contact*, Summer 2001, No 30, p10-12
 Discusses the characteristics of CVI and teaching strategies to help support pupils with this condition.

Craig, Jane

Supporting Arman in the mainstream classroom
*Eye Contact*, Summer 2004, No 39, p27-28
Using an Intellikeys overlay keyboard with a student who has a cortical visual impairment and cerebral palsy.

Panter, Anna

Let the fun begin: communicating through touch the TACPAC way
*Eye Contact*, Summer 2004, No 39, p31-34
A programme of music and tactile experiences for children with profound and multiple disabilities as a means of promoting body awareness and improving communication.

Ockelford, Adam ... [et al]

Sounds of intent
*Eye Contact*, Autumn 2004, No 40, p12-15
A project looks at tracking the development musicality in children with profound and moderate learning difficulties.

Simmonds, Sue

Resonance boards: simple communication through sound
*Eye Contact*, Autumn 2004, No 40, p16-18
Musical opportunities for children who have very limited movement though use of resonance boards.

Scottish Sensory Centre
Hall, Jan
**Doing it for themselves**
*Eye Contact*, Autumn 2004, No 40, p19-21
Using switches and adaptive technology to create music.

Lloyd, Pat
**Music sessions for a nursery class**
*Eye Contact*, Autumn 2004, No 40, p22-24
Tips for running music sessions for children with profound and moderate learning difficulties.

Hinchcliffe, Janet
**Vibroacoustic breakthrough**
*Eye Contact*, Autumn 2004, No 40, p25-27
Sandall Wood School in Doncaster use a new vibroacoustic board to help motivate pupils and aid communication.

Corke, Margaret
**Interactive music: developing social communication skills**
*Eye Contact*, Autumn 2004, No 40, p6-8
Using music to develop communication skills with children who have complex and multiple learning difficulties.

Oyston, Janet & Thomas, Naomi
**Enjoying multisensory music**
*Eye Contact*, Autumn 2004, No 40, p9-11
Ideas for using music in a multisensory class of children with profound and severe learning difficulties.

Burbage, Richard
**Shakespeare at secondary school**
*Eye Contact*, Spring 2005, No 41, p18-20
Teacher has adapted a number of Shakespeare's plays for a class of secondary age pupils with profound and multiple learning difficulties.

Hunt, Catherine
**Beat that!**
*Eye Contact*, Spring 2005, No 41, p23-25
Making music fun and accessible for children with profound and multiple learning difficulties.
Miles, Barbara
Talking the language of the hands
Eye Contact, Spring 2005, No 41, p26-27
Looks at how visually impaired children use their hands to communicate and gather information.

Longhorn, Flo
Making a mark on the world
Eye Contact, Spring 2005, No 41, p8-10
Encouraging meaningful mark-making with students who have multiple disabilities.

Fenwick, Maggi
Multisensory sensitive stories
Eye Contact, Summer 2005, No 42, p12-14
Multisensory storytelling techniques are used to explain difficult issues such as growing up, sexuality, bereavement and loss. Sensitive Stories Project is being developed by PAMIS.

Donaldson, Marion
Changing support needs: a few thoughts
Eye Contact, Summer 2005, No 42, p15-17
Looks at the transition issues faced by a 14 year old girl with cerebral palsy and a cortical visual impairment.

Stanton, Marion
Differentiating the curriculum for children with complex needs
Eye Contact, Summer 2005, No 42, p33-35
Methods for including children with complex needs in the curriculum.

Foster, Mary
Sexuality and relationships: supporting young people with multi-sensory impairment
Eye Contact, Summer 2005, No 42, p5-8
Supporting young people with multi-sensory impairments in learning about their bodies, emotions, sexuality and relationships with others.

Duffield, Lindsey
Occupational therapy: using the PRPP (Perceive, Recall, Plan, Perform) system of task analysis in schools
Eye Contact, Autumn 2005, No 43, p13-15
A description of a system of task analysis that helps therapists to understand how children process information.
Farrelly, Audrey  
**Working as a team** 
*Eye Contact*, Autumn 2005, No 43, p16-19  
Describes how adopting a multidisciplinary approach within a pre-school in Dublin has enabled staff to better meet the needs of children with multiple disabilities.

York, Liz  
**Music therapy** 
*Eye Contact*, Autumn 2005, No 43, p19-22  
How music therapy can help facilitate communication with children who are visually impaired and have multiple disabilities.

Ockelford, Adam  
**Music therapy or music education?** 
*Eye Contact*, Autumn 2005, No 43, p23-27  
Clarifies the difference between the music therapy and music education to allow parents and teachers to choose appropriately for children who are visually impaired and have multiple disabilities.

Nielsen, Lilli  
**Communication: a basic part of active learning** 
Lilli describes her groundbreaking work into communication with children who are visually impaired with additional disabilities.

Nielsen, Lilli  
**Communication: a basic part of active learning: part two** 
*Information Exchange*, Summer 2010, Vol 81, p7-8  
Lilli describes her groundbreaking work into communication with children who are visually impaired with additional disabilities.

Longhorn, Flo  
**Assessing happiness for very special learners** 
*Information Exchange*, Summer 2010, Vol 81, p9-12  
Looks at how to identify and respond to different emotions in children with multiple disabilities.

Wolffe, Karen  
**Skills for success: career education for young people with sight problems** 
*Insight*, Jan/Feb 2006, No 1, p10-14  
Blind youngsters must be taught skills which are learned incidentally by other children. This includes non-verbal communication, social rules and about personal relationships which will stand them in good stead in the world of work and education. There is emphasis on challenging the children and encouraging them to aim high.
Egan, Brenda; Skorupan, Megan; Concannon, Jennifer

**Learning about life in a natural environment: the First Adventures project**
*Insight*, Jan/Feb 2006, No 1, p15-18
A new early childhood centre at the Western Pennsylvania School for Blind Children incorporates a good sized outdoor area for learning opportunities.

Hindle, Pam

**Independence training within the mainstream curriculum**
*Insight*, Jan/Feb 2006, No 1, p19-22
Outlines practical support strategies used to encourage independence skills with pupils in Key Stages 1-4.

Cobb, Rory & Rooms, Margaret

**Joined up reading: [finding the parallels between dyslexia and sight loss]**
*Insight*, Jul/Aug 2007, No 10, p27-29
Looks at key principles of classroom practice that work well for both children with visual impairments and children with dyslexia.

Fenwick, Maggi

**Sensitive stories**
*Insight*, Jul/Aug 2007, No 10, p30-32
Describes a project to develop and create stories on sensitive topics for children with profound and complex needs. The stories use the Multi-Sensory Storytelling Technique.

Bailey, Gail

**Educational psychology: no child is an island**
*Insight*, Sept/Oct 2007, No 11, p32-33
Looks at the role of the Educational Psychologist. (One of 6 articles)

Stanfield, Caroline & Zimmermann, Sally

**Music and communication**
*Insight*, Nov/Dec 2007, No 12, p10-12
Describes work with children developing communication through music.

Smith, Allan

**Learners in further education are entitled to curriculum access too**
Accessibility issues for students who are visually impaired in further education.
Swann, Karen

Low vision and dyslexia

Insight, Jan/Feb 2008, No 13, p14-17

A mother describes her son's difficulties with reading due to a combination of low vision and dyslexic traits. (Followed by a brief article by a professional qualified in VI and dyslexia issues)

Jayapal, Miren

New beginnings

Insight, Jan/Feb 2008, No 13, p20-21

Newly qualified maths teacher learns to cope with a visually impaired pupil in one of his first classes.

Scott, Lynsey & Myers, Margaret Mary

Home education: two perspectives

Insight, Jan/Feb 2008, No 13, p22-24

Two mothers each offer a view of homeschooling for visually impaired children.

Exton, Louise

New arrival in class

Insight, Mar/Apr 2008, No 14, 30-31

CCTV magnifier is introduced to a visually impaired child in a year 2 mainstream classroom.

Duncan, Maureen

Curriculum success: part two

Insight, Mar/Apr 2008, No 14, p22-25

Explains a semi-formal curriculum for children with complex needs which enables children to learn through play or functional activities.

Zimmermann, Sally & Habron, John

Can you Handel that rhythm?

Insight, May/Jun 2008, No 15, p

Describes a workshop held with a group of 10 year old boys in Handel's house in London. Pupils learned about Handel and composition and performed their work for an audience of parents and staff.

Thompson, Karina

Creative partnerships: What can an artist and a school offer one another?

Insight, May/Jun 2008, No 15, p12-15

Textile artist Karina Thompson took a residency at a school in Birmingham. Projects with visually impaired pupils are described.
Little, Phil
Art A-level
*Insight*, May/ Jun 2008, No 15, p16-18
Head of the art department of New College Worcester provides an overview of some visually impaired students studying A-level art.

Simpson, Margaret
Born artist?, A
*Insight*, May/ Jun 2008, No 15, p19
What makes children creative and what can parents and teachers do to encourage creativity?

Jennings, Julie
Interpreting the latest phonics guidelines
Looks at the teaching of phonics and how this relates to young learners of Braille.

Extended schools: are they open to disabled children?
*Insight*, May/ Jun 2008, No 15, p29-33
Before and after-school provision will become a priority in all schools in England and Wales by 2010 but how far will children with additional support needs be included.

Bailey, Gail
Competent to learn
*Insight*, May/ Jun 2008, No 15, p38-41
Explores the importance of developing the self esteem of visually impaired children with regard to studying and learning.

Bain, Janice
Toys: more than child’s play
*Insight*, May/ Jun 2008, No 15, p43-44
Describes a toy library service in Fife.

Bailey, Gail
Social competence: the role of parents, professionals and peers
An educational psychologist examines practical ways of enabling children with sight problems to develop vital social and emotional skills.
Moving music

Risdon, James

Insight, Sept/Oct 2008, No 17, p18-19

Technology which enables young people who are visually impaired to explore independent music making.

Getting where I am today

Edmondson, Kirsten

Insight, Sept/Oct 2008, No 17, p29-30

Kirsten is an English Teacher. She describes her experiences of studying with a visual impairment.

Notation: reading music and writing it down

Zimmermann, Sally & Risdon, James

Insight, Nov/Dec 2008, No 18, p10

Looks at the options for notation used with visually impaired musicians.

Can I study GCSE Music without knowing braille music?

Duckels, Jean

Insight, Nov/Dec 2008, No 18, p15

Offers a perspective on preparing visually impaired candidates for the GCSE music exam.

Taking music examinations

Zimmermann, Sally

Insight, Nov/Dec 2008, No 18, p17

Offers advice on preparing visually impaired candidates for music exams.

My journey to the BBC proms

Coleman, Lloyd

Insight, Nov/Dec 2008, No 18, p20-21

Lloyd is a visually impaired student at a specialist music school and he describes his achievements so far.

Sounds of intent

Ockelford, Adam

Insight, Nov/Dec 2008, No 18, p22-23

A study of children with learning difficulties many of whom have visual impairments and how their musical abilities develop over time. A framework is being developed to help teachers and therapists to track and support their children’s progress.
Riley, Sarah  
**Personalised learning plans**  
A special school in Leeds describes how children with complex needs are given personalised learning plans.

Keil, Sue  
**RNIB survey of VI services**  

AMBER Trust  
**AMBER Trust: a music charity for blind children**  
*Insight*, Nov/Dec 2008, No 18, p44-46  
AMBER provides awards that can pay for music lessons, music therapy, purchase of equipment etc.

Bell, Judy  
**Auditing the school environment**  
*Insight*, Jan/Feb 2009, No 19, p10-14  
General principles of good environmental accessibility for pupils with poor sight and additional needs.

Holton, Sarah  
**Making the school environment work**  
*Insight*, Jan/Feb 2009, No 19, p17-19  
RNIB curriculum access officer for complex needs visits a new state of the art school for children with severe and complex needs.

Pinkney, Elaine  
**Are we there yet? Inclusive play in mainstream schools**  
*Insight*, Jan/Feb 2009, No 19, p20-23  
Considers the challenges that visually impaired children face at playtimes and offers solutions.

Wright, Amy  
**Eco education Skelton style**  
*Insight*, Jan/Feb 2009, No 19, p25-26  
An environmental education centre in Leeds describes how it has created a fully accessible environment.
Rees, Lisa

**Literacy, communication and movement for children with complex needs**
*Insight*, Jan/Feb 2009, No 19, p27-29
A multidisciplinary approach to promoting literacy and communication with children who have complex needs.

Karas, Marek & Bairstow, Mary

**Reading with low vision**
*Insight*, Mar/Apr 2006, No 2, p23-25
A description of the process of assessing and catering for low vision.

James, Wendy

**First steps into work**
*Insight*, Mar/Apr 2006, No 2, p38-40
Outlines some work placement ideas and the experiences of blind pupils in their chosen placements.

Larkin, Tony

**Want to have a go at blind football?**
*Insight*, Mar/Apr 2009, No 20, p10-13
The head coach for the Blind Football squad explains the sport and encourages more young people to take it up.

Carter, Graham

**Secrets of our success**
*Insight*, Mar/Apr 2009, No 20, p15-17
A PE teacher who is also a QTVI discusses how his school encourages visually impaired youngsters to get involved in sport.

Fielding, Kathryn

**Adapting a sporting activity for your class or club?**
*Insight*, Mar/Apr 2009, No 20, p18-19
Key points to remember when trying to adapt sports for people with visual impairments. Focus on adapting cricket on p19.

Risdon, James

**Ever thought about goalball?**
*Insight*, Mar/Apr 2009, No 20, p20-21
This ball game was developed specifically to be played by blind or visually impaired people (all players wear blacked-out goggles.)
Cullingford-Agnew, Steve
Making PE inclusive: the Sherbourne approach
*Insight*, Mar/Apr 2009, No 20, p22-24
An approach to movement based around developing self-awareness and awareness of others, particularly of benefit to children with complex needs.

Hopkins, Fiona
If you go down to the woods today ...
*Insight*, Mar/Apr 2009, No 20, p25-27
Forest Schools are a Scandinavian idea for boosting self-esteem, confidence and social skills through regular woodland learning sessions.

McCormack, Gwyneth
Provision calendar: no 1: Getting the Senior Management Team (SMT) on board
*Insight*, Mar/Apr 2009, No 20, p30-31
First of five parts on enabling the smooth transition from primary school to secondary.

Khadka, Jyoti
In perspective: low vision devices (part 2) what children and young people think
*Insight*, Mar/Apr 2009, No 20, p39-41
The author speaks to visually impaired children about what they really think about LVAs.

Lumley, Peter
Spotlight on tactile graphics: drawing without sight
*Insight*, May/Jun 2009, No 21, p
Part one of a report on the Tactile Graphics conference in Birmingham. The author describes his success in using tactile media for drawing with one pupil.

Davies, Nathan
Supporting children with low vision in Wales
*Insight*, May/Jun 2009, No 21, p12-14
Initiatives for children and young people with low vision and the professionals supporting them including a project in Wales and a new resource “The Low Vision Toolkit”.

McLaughlan, Barbara
Children’s screening in England and Scotland
*Insight*, May/Jun 2009, No 21, p15-17
Looks at recommendations and procedures for screening of visual problems in younger children.

Scottish Sensory Centre
**Articles ★ Visual Impairment: Education**

Johnson, Stevie  
**Getting the most from low vision aids**  
*Insight*, May/June 2009, No 21, p18-20  
Describes the issues in getting low vision aids (LVAs) for young children and motivating them to use the LVAs.

Adey, Wendy & Waller, Miriam  
**Why I love my job ... being a resource technician**  
*Insight*, May/June 2009, No 21, p21-23  
Two resource technicians describe their work converting texts and graphics into a suitable format for Braille or large print user.

Wright, Susan  
**Meaningful support**  
*Insight*, May/June 2009, No 21, p32-34  
Explores what parents can do if they have concerns about the support for their child. Advice is based on systems in England and Wales.

Clifford, Julie & Greener, Helen Bee  
**Picking up where CAP left off ...**  
*Insight*, May/June 2009, No 21, p35-37  
A case study of a child with CPVI in Kent who is being helped with various bits of equipment from the East Kent Communication and Assistive Technology Service.

Rouse, Laura  
**Detecting retinoblastoma**  
*Insight*, May/June 2009, No 21, p40-41  
Identifying the warning signs of retinoblastoma early can make a big difference in helping to save the sight of affected children.

Blaikie, Andrew & Cloke, Adam  
**Childhood glaucoma**  
*Insight*, May/June 2009, No 21, p43  
A brief guide to childhood glaucoma.

Clipston, Jane  
**Living with childhood glaucoma**  
*Insight*, May/June 2009, No 21, p44-46  
A parent and child give insights into their experiences with childhood glaucoma.

Scottish Sensory Centre
McCall, Steve & McLinden, Mike  
**Literacy journey**  
*Insight*, Jul/Aug 2009, No 22, p17-18  
Considers what is meant by literacy for children with a visual impairment and additional and complex needs and how to provide the right environment for literacy to develop.

Orme, Richard  
**Opening books with ICT**  
*Insight*, Jul/Aug 2009, No 22, p19-21  
Discusses copyright issues for providing electronic texts.

Metcalf, Jasmine & Symons, Pam  
**Inspiring a love of reading**  
*Insight*, Jul/Aug 2009, No 22, p24-26  
Jasmine is a young braille user who was chosen as a National Reading Hero, she describes her visit to Downing Street to receive the award. The librarian at her school talks about the arrangements they put in place to accommodate Jasmine, their first blind pupil.

Osborne, Jackie  
**Literacy in the foundation stage**  
*Insight*, Jul/Aug 2009, No 22, p30-32  
Identifies the kind of experiences that will promote early literacy development in children who are visually impaired.

Wright, Susan  
**Meaningful support [part 2]**  
*Insight*, Jul/Aug 2009, No 22, p36-37  
Explores what parents can do to ensure they get the right support for their child. Advice is based on systems in England and Wales.

Wolffe, Karen  
**Transition from school to adult roles and responsibilities**  
Explores the value of instruction in social skills and career education for visually impaired people.

Johnson, Linda  
**Transition in the early years**  
*Insight*, Sep/Oct 2009, No 23, p16-17  
Describes an early years assessment group which helps to prepare visually impaired children for making the move to a full time reception class.
Ball, Gilly
Making inclusion work: one school’s approach
A deputy head teacher details the preparations they made for their first visually impaired pupils.

Tipton, Rob
Teach touch-typing: who me?
*Insight*, Sep/Oct 2009, No 23, p30-31
A review of teaching touch-typing to visually impaired pupils.

Horner, Vicki
Success with maths
*Insight*, Sep/Oct 2009, No 23, p39
Using the ‘Stern Maths’ teaching system with two visually impaired pupils. The system provides a concrete format for developing numeracy concepts.

Wilkins, Sarah Morley
Guidelines and resources for accessible information
*Insight*, Sep/Oct 2009, No 23, p39
Update on the preparation of guidelines for accessible formats to improve the quality of elements such as tactile graphics.

Wright, Susan
Meaningful support [part 3]
*Insight*, Sep/Oct 2009, No 23, p39
Explores how to respond to a draft statement to ensure a child has all the support they need to learn, develop new skills and grow in independence and confidence. Advice is based on systems in England and Wales.

Toman, Anna
It’s in the bag!
*Insight*, Nov/Dec 2009, No 24, p10-12
Early years scheme to collect relevant information in one wallet which is kept by the family with the BookStart pack, includes calendar of events, Developmental Journal extracts, functional vision assessment etc and is taken to all relevant meetings.

Jennings, Julie
Involving parents in the early years
*Insight*, Nov/Dec 2009, No 24, p13-14
Describes three pieces of RNIB research related to families of young children with a visual impairment including a review of the Developmental Journal.
Ciuksza, Joanna
**Homework umbrella**
*Insight*, Nov/Dec 2009, No 24, p15
A teacher of pupils with profound and multiple learning difficulties talks about her adaptation of Flo Longhorn's sensory umbrella as a way to set homework projects.

Cope, Linda
**Involving families and parents: RNIB Rushton school and children’s home**
*Insight*, Nov/Dec 2009, No 24, p18-21
Explains how the school works to involve carers and families at each step of their child's stay at the school.

Lacey, Penny
**Communication between home and school**
Sets out different ways to encourage good communication about the experiences of children who have complex needs at home and at school.

Wright, Susan
**Meeting with success**
*Insight*, Nov/Dec 2009, No 24, p32-33
A few simple tips for parents to get the best out of meetings.

Cobb, Rory
**Update on exams and qualifications**
*Insight*, Nov/Dec 2009, No 24, p34-35
Information based on situation in England and Wales.

Ockelford, Adam & Matawa, Christina
**Focus on music: part two: Exploring the musicality of children and young people with retinopathy of prematurity**
*Insight*, Nov/Dec 2009, No 24, p36-37
Second in a series exploring how different visual impairments affect children's developing musicality.

McLeish, Eve
**Sky’s the limit**
*Insight*, Jan/Feb 2010, No 25, p10-12
A programme which uses outdoor activities and social events to develop social skills and personal confidence in visually impaired children.
Pinkney, Elaine & Smith, Tineke

Does SEAL (Social and Emotional Aspects of Learning) help children with sight problems?

*Insight*, Jan/Feb 2010, No 25, p13-15

Explores whether the DCSF's curriculum resources to deal with social and emotional issues meets the needs of individual visually impaired children in England.

Miles, Alison

Lessons end, but learning carries on

*Insight*, Jan/Feb 2010, No 25, p17-19

Explores social skills opportunities for pupils in a residential school.

Bailey, Gail

Ask me anything! self advocacy through script-writing

*Insight*, Jan/Feb 2010, No 25, p20-22

Explains how children can gain confidence to discuss their eye condition and other common questions with pre-prepared "scripts".

Platt, Liz

Touchy subjects

*Insight*, Jan/Feb 2010, No 25, p23-25

A storytime approach to relationship and sex education (dating, puberty etc) for young people with visual impairments and learning disabilities.

Wright, Susan

Individual education plans

*Insight*, Jan/Feb 2010, No 25, p29-31

Explains what is typically included in an IEP and how parents should be involved.

Winberg, Annica; Rönnbäck, Anders; de Verdier, Kim

Inclusion in Swedish classrooms

*Insight*, Jan/Feb 2010, No 25, p32-35

Reviews more than 20 years of inclusion in Sweden and identifies the factors for inclusion that must be in place for successful learning to happen.

Jennings, Julie

Early attachment: the role of key person and key worker

*Insight*, Jan/Feb 2010, No 25, p36-38

Explores the role of the key worker in developing early social skills in young children who are visually impaired.
Brookes, Miranda

**Seeing art differently**

*Insight*, Mar/Apr 2010, No 26, p14-17

Uses ideas from art history to inspire creative learning activities for children with visual impairments and complex needs.

Jennings, Julie

**Meaningful support: inclusion in the early years**

*Insight*, Mar/Apr 2010, No 26, p30-32

Discusses what support is available for visually impaired children aged 0-5 years in England.

Keil, Sue ... [et al]

**Moving on [collection of short articles on transition]**

*Insight*, Mar/Apr 2010, No 26, p35-39

Professionals and parents tell of their experiences with the process of transition.

Frazer, Harriet

**Art of touch**

*Insight*, Mar/Apr 2010, No 26, p42-44

Describes workshops with young people with visual impairments exploring art objects.

Wall, Karl

**Learning maths ... learning habilitation skills**

*Insight*, May/Jun 2010, No 27, p10-12

Discusses how maths skills are linked with learning independence skills.

Wedderburn, Sarah

**Trouble with numbers**

*Insight*, May/Jun 2010, No 27, p14-17

Sarah specialises in helping children with dyscalculia. Specialist teachers comment on applying her techniques with VI children.

Brown, Sylvia

**Taking shape**

*Insight*, May/Jun 2010, No 27, p18-21

Describes strategies for helping Mary, who has CVI and complex needs, to explore shape and number concepts.
McCall, Steve
**Adding skills after leaving school**
*Insight*, May/Jun 2010, No 27, p22-24
Looks at adult education opportunities for visually impaired young people who discover they need better numeracy skills for employment.

Jennings, Julie
**Questioning the role of teaching assistants**
*Insight*, May/Jun 2010, No 27, p25-28
Research into the effectiveness of support staff in the classroom.

Oshodi, Maria
**Moving performances: inspiring a love of physical theatre**
*Insight*, May/Jun 2010, No 27, p41-43
A professional performing arts company of visually impaired people have been touring the UK to deliver workshops to young blind and partially sighted people teaching stagecraft and physical theatre techniques.

Goodfellow, Julie
**Through the looking box**
Teacher of VI describes a method for developing visual efficiency skills with pupils with multiple disabilities and visual impairments.

Tyler, Ginny; Minion, Fiona; Samways, Bev
**Challenged by behaviour**
Members of the multidisciplinary team at RNIB Rushton School describe how they build relationships to encourage change in young people who present very challenging behaviour.

Thorley, Melanie
**Student support**
Two visually impaired students in higher education talk about a mentoring scheme being run by University of Greenwich.

Dyment, Sophie
**Taking the next step**
*Insight*, Sep/Oct 2010, No 29, p17-18
Describes a new transition service in Wales, providing support to visually impaired young people going into further or higher education or work.
Mitchell, John

**Taking ICT further**

*Insight*, Sep/Oct 2010, No 29, p22-25

Talks about the differentiated ICT curriculum at Henshaws which includes innovative use of mainstream gadgets.

Cobb, Rory

**Access to exams: teachers, are you ready?**


At the start of a new academic year the RNIB's curriculum access expert Rory Cobb examines the main policies and practices for exam arrangements.

Bottom, Jennifer; Chambers, Alex; Quy, Lucy

**Best of both worlds**

*Insight*, May/June 2006, No 3, p38-40

Three students at RNIB College Loughborough share their stories of attending the college.

Lawson, Claire

**Emma's story**

*Insight*, Nov/Dec 2010, No 30, p13-14

Parent tells the story of her struggle to understand her child's behaviour problems.

Fox, Britt; Curry, Kate; Hughes, Cheryl

**Parent's voices: VI, autism, and the route to diagnosis**

*Insight*, Nov/Dec 2010, No 30, p21-22

Brief stories from three parents on how they identified and coped with their child's visual impairment and autism.

French, Henry

**Ebooks: the future is here ... almost**


Introduces the benefits of electronic books for children who struggle with standard print.
McNaught, Alistair

**Accessible technology: using Word**


Offers advice on how to adjust Microsoft Word to improve accessibility for visually impaired users.

McCormack, Gwyn & Slater, Sharon

**Look cool, feel cool, be cool**

*Insight*, Nov/Dec 2010, No 30, p35-37

Young women with sight problems were asked about their early experiences and challenges of using makeup.

Dimatati, Maria

**Are blind children more likely to have absolute pitch?**


Research into whether children who are blind from birth are more sensitive to music. Researchers are using a computer based game to find out if children have absolute pitch.

Bell, Judy & Bell, Ian

**Visual impairment and autism project**

*Insight*, Nov/Dec 2010, No 30, p9-12

Children with both visual impairment and autism are poorly understood and their needs are not always met. The authors explain how this project is addressing the issues.

Clarke, Anne

**Visual impairment and autistic spectrum condition: learning braille**

*Insight*, Nov/Dec 2010, No 30, p9-12

Looks at how an autistic child's love of reading in braille helped her to develop social awareness and understanding.

Stevns, Tanja

**Gentle teaching: a positive approach to VI children with autism and their staff**

*Insight*, Nov/Dec 2010, No 30, p9-12

A teacher of children with special needs in Denmark talks about her approach to her work with VI children with autism.

Wall, Karl

**Educational attainment versus habilitation skills**

*Insight*, Jan/Feb 2011, No 31, p12-13

Looks at how to balance academic education with acquisition of daily living skills in children with sight problems.
Remarkable story of Alexia Sloane
*Insight*, Jan/Feb 2011, No 31, p16-17
Alexia won the RNIB's essay competition with an essay on "How braille changed my life". Ten year old Alexia is trilingual (English/Spanish/French) and is now learning Chinese.

Lovett, Fiona
Parent's voices: learning journeys
*Insight*, Jan/Feb 2011, No 31, p20-22
A parent tells how 4 key figures helped her son with CVI to get the right kind of education.

Farnsworth, Adrian
Guide to large print in education
The UK Association for accessible formats outlines how to adapt educational materials for large print users.

Malin, Nikki
Rags brings riches to specialist school
*Insight*, Jan/Feb 2011, No 31, p29-32
A buddy dog has been introduced at Rushton School which offers specialist education to young people with visual impairments and multiple disabilities. This is part of a pilot scheme to utilise dogs who are unsuitable to become full-time guide dogs.

McNaught, Alistair
Fostering independence with free portable software tools
*Insight*, Jan/Feb 2011, No 31, p29-32
Looks at some of the free alternatives to assistive technology.

Reviewing support: stepping back?
*Insight*, March/April 2011, No 32, p13-15
A teaching assistant reflects on one of her student's changing support needs as he grows and needs to become more independent.

Reviewing support: working with Mark
*Insight*, March/April 2011, No 32, p18-19
A teaching assistant talks about the independence skills they are working on with a visually impaired student with complex needs.
Mitchell, John

ICT: making greater independence a reality
*Insight*, March/April 2011, No 32, p20-22

Henshaw's college show how they use ICT to help visually impaired children in everyday activities.

Keil, Sue

Educational attainment and progress
*Insight*, March/April 2011, No 32, p24-26

Compares the achievement levels of children with visual impairment with children with no additional support needs and children with VI plus other disabilities. Study based on Foundation to Key Stage 2 of curriculum for England and Wales.

Farrell, Liz & Sharrock, Hazel

Making school libraries accessible
*Insight*, March/April 2011, No 32, p30-31

Children's librarians at the RNIB National Library Service make recommendations for school librarians.

McNaught, Alistair

Opening up the world of digital reading
*Insight*, March/April 2011, No 32, p36-38

Looks at the potential for exploiting electronic books by visually impaired people.

Bain, Linda & Bisson, Angie

Making early mobility matter (part one)
*Insight*, March/April 2011, No 32, p9-12

Considers the important role of parents and carers in helping children to develop good early mobility and independence skills.

Warnes, Rebecca

Is risk assessment an insurmountable challenge? Only if you let it be
*Insight*, May/June 2011, No 33, p12-13

Dispels some of the misconceptions of following risk assessment procedures.

Cullen, Liz & Jennings, Julie

Challenges and risk for little ones
*Insight*, May/June 2011, No 33, p14-16

Looks at mobility and independence skills in the early years and how this relates to handling risk and challenging situations as children grow.
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<td>Alternative to BTEC video editing unit for students who are visually impaired using audio manipulation software.</td>
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Scottish Sensory Centre
Articles \ Visual Impairment: Education

McNaught, Alistair
Making the most of mobile devices
*Insight*, July/August 2011, No 34, p19-21
Visually impaired users describe the benefits and problems of increased functionality of new mobile phones.

Fillan, Tracey & Murphy, Rosie
Assessing for success
*Insight*, July/August 2011, No 34, p23-25
Discusses how to assess children who are visually impaired for communication aids.

Grewcock, Sue
Functionality for functional skills
*Insight*, July/August 2011, No 34, p26-28
Toolkit for assessing functional skills in English and Maths has been developed for visually impaired pupils.

Home, Sarah & Gunn, Dave
Accessible formats: can automated systems replace expert transcribers?
*Insight*, July/August 2011, No 34, p29-32
Discusses the benefits and limitations of automated transcription.

Tyler, Ginny
Oral care and children
*Insight*, July/August 2011, No 34, p34-35
Looks at supporting children with complex needs to maintain their dental hygiene.

Coleman, Lloyd
Inspiring lives (Lloyd Coleman)
*Insight*, July/August 2011, No 34, p40-42
Young musician who has nystagmus, photophobia and a hearing problem.

Gunn, Dave & Homer, Andrew
Ebooks in education: a viable route to accessible communication?
*Insight*, July/August 2011, No 34, p9-12
Looks at how suitable ebooks are for delivering accessible information for visually impaired children.
Cobb, Kate & Sharpe, Clair
Day in the life … of an ECLO (eye clinic liaison officer)
Two ECLOs describe what they do in providing practical and emotional support to patients.

Waterworth, Heather
Nothing can stop me! (personal account of Keratoconus)
Account from a young teenager who learned she had a degenerative eye condition.

McCarthy, Becky
Taking it in your stride!
Becky is 13 years old and describes how she recently discovered she had glaucoma and how she copes with the condition.

Bell, Judy; Naish, Lucy; Stalker, Louise
Integrated approach to vision assessment and recording
Describes systems for co-ordinating vision assessment results for people who have complex needs.

Keil, Sue
Children in the UK with learning disabilities and visual impairment
New estimates of the population of children and young people with learning disabilities and a visual impairment in the UK.

Davies, Nathan … [et al]
Vision care programme for children and young people in special schools in Wales
Describes a project to develop a vision care and support programme for pupils in special schools in Wales who might have vision problems but are undiagnosed or lacking in appropriate support.

McNaught, Alistair
Starting right: right from the start
Technology advice for new students heading for college or university.
Cobb, Rory & Douglas, Graeme

Horses for courses? how well does the Key Stage 2 reading test work for braillists


Article answers a query by a teacher of VI children about reading rate comparability for braille readers and print readers relating to standardised tests (SATs) required in schools in England and Wales.

Finnegan, Lauren

Jump on board the career coach


Describes a new scheme to help young visually impaired people increase their employability.

Latham, Jane

Yes UCAN!

*Insight*, Oct/Dec 2011, No 36, p

Company who run workshops for visually impaired young people in Wales and produce live theatre performances.

Murphy, Karen

Teenager power


Describes an innovative approach to creating opportunities for visually impaired teenagers to have fun and build self-esteem.

Hood, Alison

Think right, feel good


Well-being workshops instigated by research done by Guide Dogs for visually impaired young people to improve confidence, independence, self-esteem, social skills, mobility and development of social networks.

Keil, Sue & Cobb, Rory

Braille literacy: new report


A research review of teaching braille literacy.

Stedman, Caroline

Emotional support for 11-18 year olds


A counsellor specialising in emotional support for visually impaired young people talks about how this group can be supported.
Articles ★ Visual Impairment: Education

Hewett, Rachel & Douglas, Graeme
Where can I go after my GCSEs?
Early report from a project looking at the experiences of visually impaired students as they complete compulsory education and move onto further and higher education or employment.

Hewett, Rachel & Douglas, Graeme
Inspiring lives (Steph Cutler)
Steph became visually impaired in her twenties and describes how she overcame this, going on to set up her own life-coaching business.

Keil, Sue & Cobb, Rory
What is the teaching assistant’s role in teaching braille?
*Insight*, Jan/Feb 2012, No 37, p11-13
Looks at the research which covers the teaching assistant’s role when children are being taught braille.

Defining the teaching assistant: new guidelines
*Insight*, Jan/Feb 2012, No 37, p15-17
Discusses guidelines for teaching assistants coming from the National Sensory Impairment Partnership (funded by Dept for Education).

Osman, Isobel
It's good to talk: but please remember to listen!
*Insight*, Jan/Feb 2012, No 37, p20-22
Discusses the attitudes of visually impaired children to their teaching assistants. A small study of 4 pupils and 2 former pupils revealed that help can sometimes be obtrusive.

Exton, Louise
Balancing act
*Insight*, Jan/Feb 2012, No 37, p23-25
A classroom assistant offers her perspective on the work she does with visually impaired pupils.

Tobin, Michael & Hill, Eileen
Looking back in time: starting school in the 1970s
*Insight*, Jan/Feb 2012, No 37, p28-30
Revisits research into young VI pupils starting school in the 1970s. Looks at the emotional impact of starting school for both residential and day students.
Denman, Bob

*Are we getting it right?*

*Insight*, Jan/Feb 2012, No 37, p31-32

Describes a new resource for benchmarking sensory support services in England & Wales.

Kerambrum, Sylvia

*State-of-the-art learning at Rutherford School*

*Insight*, Jan/Feb 2012, No 37, p36-37

A school redevelopment allowed careful planning of interactive and sensory environments for children with complex needs.

Ockelford, Adam & Zimmermann, Sally-Anne

*Sounds of intent: using music for learning and communication*

*Insight*, May/June 2012, No 39, p11-14

Sounds of Intent is a website of in-depth guidelines for children’s achievements in engaging with music or sound.

Wyatt, Georgina

*Acting ability*

*Insight*, May/June 2012, No 39, p15-17

A visually impaired person talks about her career as an actor.

Flynn, Hannah

*Brush up your Shakespeare*

*Insight*, May/June 2012, No 39, p18-20

The Globe Theatre organised an audio-described performance of *A Midsummer Night's Dream* with opportunities to get close to the props and costumes and chat to the actors.

Chinn, Carolyn

*Art in museums*

*Insight*, May/June 2012, No 39, p21-23

A museum of childhood explores ways that visually impaired children can be included in the museum experience. Includes advice from an artist who runs activities in the museum.

Stedman, Caroline

*Caroline's casebook*

*Insight*, May/June 2012, No 39, p32-33

New column about emotional issues experienced by young people who have visual impairments. First case looks at how to deal with bullying for a girl with albinism.
Articles ♦ Visual Impairment: Education

Webber, Deborah
Youth engagement
*Insight*, May/June 2012, No 39, p36-40
Reports on a UK summit for young people who have vision problems.

Stewart, Jacky
Step by step guide to transition
*Insight*, July/Aug 2006, No 4, p12-14
Concentrates on the transition planning for visually impaired teenagers.

Winters, Lucia
Thoughts on transition
*Insight*, July/Aug 2006, No 4, p17-19
An overview of recent policy on transition for young people with disabilities.

Karas, Marek & Bairstow, Mary
Reading with low vision, part 2
*Insight*, July/Aug 2006, No 4, p27-29
A description of the process of assessing and catering for low vision.

Inclusive education in the developing world
*Insight*, July/Aug 2006, No 4, p30-32
Looks at the difference that specialist teachers are making to visually impaired children in India and Kenya.

Keil, Sue
Out of the paddling pool: following the transition process
*Insight*, July/Aug 2006, No 4, p38-41

Hubbard, Linda
Touchtyping for tinies
*Insight*, July/Aug 2006, No 4, p42-44
Thoughts on the value of teaching touchtyping to young children in the Reception year.
Articles  ★  Visual Impairment: Education

Scott, Mike
Watch and learn
Insight,  Jul/Aug 2012,  No 40, p
A music teacher is using “Sounds of Intent” to develop communication skills as well as musical ability.

Webber, Deborah
Racing start
Insight,  Jul/Aug 2012,  No 40, p11-15
Interview with Libby Clegg, paralympic sprinter who runs with a guide. Includes a section on how to be a guide runner.

Rooke, Jack
Leaps and bounds
Insight,  Jul/Aug 2012,  No 40, p16-17
How trampolining has helped a young partially sighted boy develop his confidence and coordination.

Telford, David; Dickson, Jonny; Dempsey, Niall; Robson, Kirsten
Wheel life
Insight,  Jul/Aug 2012,  No 40, p18-20
A group of visually impaired young people made a cycling tour in the Netherlands as part of their Duke of Edinburgh award.

Smith, Harriet
Doing the write thing
Insight,  Jul/Aug 2012,  No 40, p40-41
A braille reader talks about taking a degree in creative writing.

Holmes, Richard
Making the case for change
Insight,  Sep/Oct 2012,  No 41, p11-14
A campaign worker for the RNIB discusses his work around transport issues, particularly for young people.

Webber, Deborah
Virtual schools and real school governors
Insight,  Sep/Oct 2012,  No 41, p15-17
Virtual schools have emerged as a new way to ensure services for pupils who have additional support needs.

Scottish Sensory Centre
Smith, Susan

**Sew satisfying**

A specialist teaching assistant describes how she approaches teaching sewing skills to visually impaired children.

Woodhouse, Maggie

**In perspective**
*Insight*, Sep/Oct 2012, No 41, p33-34

A brief guide to spotting eye problems in babies.

Webber, Deborah

**Big dance picnic**

RNIB and Trinity Laban joined forces to hold a dance workshop for visually impaired children; a structured opportunity to dance to live music and discover the joys of movement.

Beauvoir, An-Marie

**Opening up the school gates**
*Insight*, Nov/Dec 2012, No 42, p11-13

A qualified teacher of Visually Impaired children talks about the process when children enter a new school including parental choice, smoothing over schools' concerns and ensuring support is in place.

Cole, Barbara

**Why stay at school?**
*Insight*, Nov/Dec 2012, No 42, p19-21

Strategies for children who have degenerative medical conditions such as Batten's Syndrome on how to make the most of attending school.

Stedman, Caroline

**Caroline's casebook**
*Insight*, Nov/Dec 2012, No 42, p24-25

Column about emotional issues experienced by young people who have visual impairments. Looks at the emotional and behavioural issues relating to keeping up in class and keeping 'in' with classmates.

Keil, Sue

**Surviving or thriving?**
*Insight*, Nov/Dec 2012, No 42, p32-33

New research reveals the state of sensory support services in England and Wales.
Platt, Liz

**Intensive interaction**

*Insight*, Jan/Feb 2013, No 43, p18-20

Looks at how to recognise the ways that deafblind children can communicate.

Stedman, Caroline

**Caroline's casebook**

*Insight*, Jan/Feb 2013, No 43, p24-25

Explores sibling relationships and how disability can affect that relationship especially during teenage years.

Keil, Sue

**Who's counting?**

*Insight*, Jan/Feb 2013, No 43, p32-33

Compares RNIB figures with official statistics for England and Wales.

Chamney, Sarah & Curran, Joan

**Albinism; Albinism and education**

*Insight*, Jan/Feb 2013, No 43, p38-40

Looks at the different ways that Albinism can affect your sight by Sarah Chamney. Followed by an article on how to support a child with Albinism by Joan Curran.

Woodhouse, Maggie

**In perspective**

*Insight*, Jan/Feb 2013, No 43, p41

Looks at research suggesting that spending time outdoors can help children's eyes.

Stedman, Caroline

**Caroline's casebook**

*Insight*, Mar/Apr 2013, No 44, p18-19

As Daniel grows up it is difficult to come to terms with the fact that his friends are learning to drive and he cannot. Caroline looks at the positives and offers advice on how independence can still be achieved.

Little, Julie-Anne

**Sharing ideas (mathematics)**

*Insight*, Mar/Apr 2013, No 44, p30

Some ideas for making a maths question about measuring angles accessible to visually impaired children.
Trull, Sharon  
**Habilitation skills**  
*Insight*, May/June 2013, No 45, p23  
Tips on how to teach safe ironing skills to visually impaired children.

Maltwood, Grace  
**Hang gliding for beginners**  
*Insight*, May/June 2013, No 45, p26-27  
A visually impaired college student shares her experience of hang gliding.

Stewart, Loraine  
**Finding a school for a child with additional needs**  
*Insight*, May/June 2013, No 45, p42-43  
Advice on what to look for when choosing a school for children who are visually impaired and have additional needs (possibly including medical needs) by the Education Support Manager at NBCS.

Franklin, Jo  
**Supporting deafblind children in hospital**  
*Insight*, Jul/Aug 2013, No 46, p  
Looks at the role of the educational intervenor for deafblind children during periods of ill health.

Ellis, Charlotte  
**Getting into sport**  
*Insight*, Jul/Aug 2013, No 46, p11-13  
A successful paratriathlete reflects on school experiences that led to her sports career.

McDonald, Suzy  
**Picnic challenge**  
*Insight*, Jul/Aug 2013, No 46, p14-15  
Describes a project for a young person to plan and prepare a picnic with a friend which increased her confidence in a range of skills.

Stedman, Caroline  
**Caroline's casebook: Cassie**  
*Insight*, Jul/Aug 2013, No 46, p20-21  
A visually impaired young person struggles to handle the increased workload leading up to her GCSEs.

Scottish Sensory Centre
Disadvantaged at seven?
*Insight*, Jul/Aug 2013, No 46, p26-27
Research comparing the experiences and abilities of 7 year old children with sight loss and their sighted peers. The full report is available on the RNIB website.

Ellis, Charlotte
**Getting into sport**
*Insight*, Sep/Oct 2013, No 47, p18-20
A paralympic triathlete looks at her gateway to success after a mixed experience at school sports.

Mengoni, Silvana
**Supporting children and young people with multiple needs**
*Insight*, Sep/Oct 2013, No 47, p21-23
Introduces the developmental journal for children and young people with multiple needs, a new resource aimed at parents and professionals.

Shaw, Freya
**Seeing a way to draw**
*Insight*, Sep/Oct 2013, No 47, p26-27
Freya talks about her love of drawing/art and techniques for overcoming her sight loss.

Zimmermann, Sally
**School music: the future**
*Insight*, Sep/Oct 2013, No 47, p30-31
Looks at the curriculum changes in England and Wales and discusses opportunities for young people to become involved in music-making.

Koca, Vivien
**Understanding a 3D house plan**
*Insight*, Sep/Oct 2013, No 47, p34-36
Looks at how a project to design a dream house was adapted to be accessible to a visually impaired student.

Thomas, Martin
**Living with keratoconus**
*Insight*, Sep/Oct 2013, No 47, p39-41
Describes the eye condition, Keratoconus, how it affects vision and what treatments are available.
Keil, Sue
**NEET facts**
*Insight*, Nov/Dec 2013, No 48, p1
Looks at employment and training statistics of young people with sight loss.

Sanders, John & Harris, Chris
**Nystagmus and the fourth dimension**
*Insight*, Nov/Dec 2013, No 48, p11-14
Looks at how nystagmus affects the time taken for children to see something.

Nardini, Marko
**Learning to see**
*Insight*, Nov/Dec 2013, No 48, p15-17
Looks at the process of vision development in babies, children and adults.

Dawson, Lucy
**Sight loss vs cameras**
*Insight*, Nov/Dec 2013, No 48, p20-22
Lucy is a young visually impaired photographer. She describes how she became interested and her involvement in a local club.

Tarling, Becky
**Habilitation skills**
*Insight*, Nov/Dec 2013, No 48, p23
A short item on room familiarisation using compass points.

Cziker, Roxana Elena
**Developing a visual strategy**
*Insight*, Nov/Dec 2013, No 48, p30
A mini guide to developing visual perception skills.

Clery, Elizabeth
**What does “support” mean?**
Clarifying the role of teaching assistants.
Hedley, Ross
Tackling unemployment
*Insight*, Jan/Feb 2014, No 49, p20-21
Looks at an assessment toolkit designed to help people with visual impairment to get into employment.

McDonald, Mary
Handwriting - trial or triumph?
*Insight*, Jan/Feb 2014, No 49, p26-27
Looks at the challenges of handwriting for children with low vision.

Customising learning materials
*Insight*, Jan/Feb 2014, No 49, p33-34
Tips on how to quickly customise structured documents to a pupil’s text preferences.

Maslin, Robin
All on board
*Insight*, Mar/Apr 2014, No 50, p12-15
Dorset Vision Support Service is using an app (join.me) to provide better access to the interactive whiteboard.

McNaught, Alistair
Learning platforms
*Insight*, Mar/Apr 2014, No 50, p16-17
Describes the use of virtual learning environments and the implications for learners with a visual impairment.

Ruffles, Helen
If you go down to the woods today
*Insight*, Mar/Apr 2014, No 50, p28-29
A nursery school runs a forest school programme which is fully accessible for their children with vision impairment and additional special needs.

Coltart, Andy
Climbing high
*Insight*, Mar/Apr 2014, No 50, p42-43
Describes a climbing club for children with visual impairments in Liverpool.
Toys for encouraging fingers!
*Insight*, Mar/Apr 2014, No 50, p44-45
Shows examples of toys that will encourage young children to use their fingers to explore how objects fit together.

McDonald, Mary
Moving on from school
*Insight*, May/Jun 2014, No 51, p17
Strategies used by schools to ensure that young people have the best transition to work, or further and higher education.

Leach, Jan
Moon literacy in a mainstream setting
*Insight*, May/Jun 2014, No 51, p29-31
Describes a child who is learning to read through Moon in a mainstream school.

McCormack, Gwyneth
Making concept development fun
*Insight*, May/Jun 2014, No 51, p32
Ideas for using a multipurpose hanger for a variety of early learning opportunities.

Macleod, Sharon
Fantastic fingers
*Insight*, May/Jun 2014, No 51, p34
How do you introduce pre-braille skills to a child who doesn’t like to touch?

Thurgur, Rebecca
Bristol Actionnaires hit the ski slopes
*Insight*, Jul/Aug 2014, No 52, p10-11
Inspired by events at the Winter Paralympics in 2014 a group of young blind and partially sighted members of an Action for Blind People club are enjoying regular visits to the dry ski slope.

McDonald, Suzy
Summer playscheme for blind and partially sighted children
*Insight*, Jul/Aug 2014, No 52, p12-13
Outlines a playscheme organised by Birmingham Education Mobility Service for children with visual impairments.
Price, Jane & Gibb, Caroline

Active and confident
Insight, Jul/Aug 2014, No 52, p14-16
New College Worcester teachers describe how they make sport inclusive for pupils with visual impairment.

Reeves, Alex

Tandem freedom
Insight, Jul/Aug 2014, No 52, p18-19
Describes a scheme to loan tandems across the UK to children with visual impairments.

Ahmed, Naqib

I want to be a specialist teacher
Insight, Jul/Aug 2014, No 52, p20-21
A young man with visual impairment gains work experience in vision support.

Adams, Sue

Habilitation skills
Insight, Jul/Aug 2014, No 52, p22-23
Raining confidence is the key to successful mobility education in a busy mainstream primary school.

Bell, Ian

Creative talking
Insight, Jul/Aug 2014, No 52, p28-29
Are children with visual impairments less likely to invent words?

Chester, John

After-school fun for all
Insight, Jul/Aug 2014, No 52, p30-31
Enjoyable after-school activities are an important part of school life, this school makes sure pupils with a visual impairment are included.

When is the right time to learn braille?
Insight, Jul/Aug 2014, No 52, p34-35
An article by a young visually impaired person who hated braille to begin with, discusses how she changed her mind.
Articles ★ Visual Impairment: Education

Logan, Vicki
Technology for further study
*Insight*, Jul/Aug 2014, No 52, p36
Looks at how trialing technology can help find the right device for studying.

Griffiths, Steve
Staying on task
*Insight*, Jul/Aug 2014, No 52, p37
iPads are wonderful but how do you keep students on task in class when so many other apps are competing for their attention?

Mulvihill, Alan
What is coloboma?
*Insight*, Jul/Aug 2014, No 52, p38-39
Describes the condition, its causes, effects and treatments.

Keil, Sue
Going to university
New research points to a need for a more coordinated approach to supporting young people with visual impairment when they apply to university.

Hendry, Jill
Supporting independence: Young columnist
Jill reflects on the support she did and didn't want and sensitivity that made a real difference.

McDonald, Mary
Successful support the Sheffield way
Looks at how an Academy with a learning resource base and support service make it work for their VI learners.

Harwood, Janet
Cerebral visual impairment and profound and multiple learning disabilities
How to help children develop their full visual potential when they have both CVI and profound and multiple learning disabilities.
Choosing to move
McCormack, Gwyneth
How to help children to make choices and express what is a concern to them.

Understanding your child's sensory needs
Huc, Ann & Darnton, Becky
Some children react very strongly to touch sensations. This article explains how this can affect daily life and learning, and suggests ways to help.

Meaningful rewards
McDonald, Mary
*Insight*, Nov/Dec 2014, No 54, p11-13
Providing extra motivation to visually impaired children to work on their mobility, technology and braille skills.

Motivating children with complex needs
Gutierrez, Veronica & Hopkins-Hayes, Emily
*Insight*, Nov/Dec 2014, No 54, p14-16
Explores ideas for motivating children with complex needs.

Musical chairs encourage communication
Aghababaie, Nikian
*Insight*, Nov/Dec 2014, No 54, p20-21
A product designer has come up with a set of chairs that vibrate, produce sounds and light up when the switch is activated to help autistic and visually impaired children to communicate.

Are your priorities my priorities?
Holmström, Radhika
Cooperation between parents and professionals is crucial, Radhika talks to parents and teachers about their experiences, views and priorities.

Vision friendly classes
Sleeman, Lesley
*Insight*, Nov/Dec 2014, No 54, p32
Checklist for helping a school to become 'vision friendly'.
**Tell us what you really think**

*Insight*, Nov/Dec 2014, No 54, p36-7

Teenagers are encouraged to express themselves using iPads.

**Leber’s hereditary optic neuropathy (LHON)**

*Insight*, Nov/Dec 2014, No 54, p38-39

This condition causes sudden and painless loss of central vision over a period of a few months, it commonly affects males in their late teens.

**Safeguarding pupils, safeguarding staff**

*Insight*, Nov/Dec 2006, No 6, p15-18

A teacher of visually impaired children talks about child protection issues for children who have vision problems.

**Sex and relationship education (SRE)**

*Insight*, Nov/Dec 2006, No 6, p19-23

Discusses how to adapt and present sex and relationship education to children with visual impairments.

**Awareness-raising sessions**

*Insight*, Mar/Apr 2007, No 8, p10-13

Outlines a 6-week programme of awareness raising for a visually impaired boy joining a new class in Year 3.

**Circle time with Aqib**

*Insight*, Mar/Apr 2007, No 8, p14-15

Circletime and awareness sessions are used in the year 6 class of an isolated visually impaired boy to try to improve the situation.

**Developing a positive identity: awareness raising with teenagers**

*Insight*, Mar/Apr 2007, No 8, p17-19

Awareness sessions in a secondary school to help a young person and his classmates come to terms with his visual impairment.
Roe, Joao

Making friends

*Insight*, Mar/Apr 2007, No 8, p20-22

Ideas for promoting good social experiences for visually impaired children in mainstream classes.

Evans, Lisa

Mentoring teenagers

*Insight*, Mar/Apr 2007, No 8, p23-25

A "learning mentor" in a mainstream secondary school describes some of her work with visually impaired young people.

Lamont-Robinson, Catherine

Hand to clay

*Insight*, Mar/Apr 2007, No 8, p35-38

Use of clay to develop children with multiple disabilities and visual impairments.

Keil, Sue

Following the transition process at age 18

*Insight*, Mar/Apr 2007, No 8, p46-47

A follow-up to articles in *Insight* No 4 and *Visability* No 45, tracking the post-18 transition of 5 visually impaired teenagers.

Lacey, Penny

Integrating physiotherapy and PE

*Insight*, May/Jun 2007, No 9, p18-19

Looks at integrating physiotherapy and PE for children with complex needs.

Taesali, Cheryl & Manuel, Jo

Yoga therapy

*Insight*, May/Jun 2007, No 9, p20-21

Explores the physical and emotional benefits of yoga for children with special needs.

Ridley, Louise

Music therapy approach, evoking spontaneous movement from people with dual-sensory impairment


Use of music and movement to encourage increased activity levels in very passive deafblind people.
Bishop, Virginia E

**Identifying the components of success in mainstreaming**

Looks at characteristics of successful mainstreaming of visually impaired children based on the opinions of teachers (mainstream and VI), school principals, parents and the visually impaired children/ or former pupils.

Koenig, Alan J & Holbrook, M Cay

**Determining the reading medium for visually impaired students via diagnostic teaching**

Looks at the choice of Braille or print reading for visually impaired children.

Erin, J N & Corn, A L

**Survey of children’s first understanding of being visually impaired**

At an early age and at a basic level of understanding, children who are visually impaired realise that their vision is different. Survey of 32 parents’ recollections of when their children first showed an awareness that they were visually impaired.

Baker, Christine P; Koenig, Alan J; Sowell, Virginia M

**Relationship of the Blind Learning Aptitude Test to Braille reading skills**

Explores the usefulness of the Blind Learning Aptitude Test (BLAT) for use with children who use Braille.

Dimcovic, Nada & Tobin, Michael J

**Use of language in simple classification tasks by children who are blind**

A study of primary aged pupils comparing language development in children who are blind with sighted children.

Senge, J C & Dote-Kwan, Jamie

**Information accessibility in alternative formats in postsecondary education**

Survey of disabled student services in the California to determine what accommodations are being provided to print-disabled students and whether these were in compliance with the law.

Wyver, Shirley R & Markham, Roslyn

**Do children with visual impairments demonstrate superior short-term memory, memory strategies and metamemory?**

A study to test if visually impaired children have better memory skills than sighted children.
Articles ★ Visual Impairment: Education

Senge, J C & Dote-Kwan, Jamie
Responsibilities of colleges and universities to provide print access for students with visual impairments.
Reviews US legislation and court rulings relating to accessibility of information in further and higher education for students who are visually impaired.

Dunnett, Jenefer
Use of activity boxes with young children who are blind, deaf-blind, or have severe learning disabilities and visual impairments
Describes the use of activity boxes such as Lilli Nielsen's Little Room and BeActive boxes with children who have multiple disabilities and visual impairment.

Huurre, Taina Maarit; Komulainen, Erkki Juhani; Aro, Hillevi Marita
Social support and self-esteem among adolescents with visual impairments
A report on a survey of the social support and self-esteem of visually impaired adolescents in mainstream education.

Geruschat, Duane R; Deremeik, James T; Whited, Sharon S
Head-mounted displays: are they practical for school-age children?
Head-mounted displays for people with low vision are video devices with user-controlled variable magnification and some contrast enhancement. This article describes some students experiences of them.

McConnell, John
Parents, adolescents and career plans of visually impaired students
Describes a programme of structured career planning exercises which includes parents in the process.

Lueck, Amanda Hall; Dornbusch, Helen; Hart, Jeri
Effects of training on a young child with cortical visual impairment: an exploratory study
This exploratory study investigated the effects of the components of visual environmental management, visual skills training, and visually dependent task training on the performance of visual behaviours of a toddler with multiple disabilities including cortical visual impairment. Training components were implemented by the mother during

Ahlberg, Ann & Csocsan, Emmy
How children who are blind experience numbers
Report of a qualitative study into the ways in which 25 blind children aged 5-9 dealt with different types of elementary mathematical problems.
Wyver, Shirley R; Markham, Roslyn; Hlavacek, Sonia

Inferences and word associations of children with visual impairments
A study to compare how visually impaired children and sighted children perform in language-based exercises.

Kakizawa, Toshiba; Douglas, Graeme; Kagawa, Kunio; Mason, Heather

Students with visual impairments in special and mainstream schools: a survey
Report on a survey of visually impaired students in Japan, findings are compared with similar studies from the UK.

In touch with art (Special issue on International Conference on Art, Museums and Visual Impairment)
NB, Jan 2008, No 25, p21-28
Includes an interview with John Everett, multimedia artist and former teacher at RNC.

Parsons, Mary

Creating without vision (Special issue on International Conference on Art, Museums and Visual Impairment)
NB, Jan 2008, No 25, p37-40
Artist and rehabilitation worker, Mary Parsons, has joined her two interests by looking at ways to make art accessible to people with sight loss.

Ockelford, Adam

A day in the life of ... Adam Ockelford, Professor of Music
NB, Feb 2010, No 50, p42-45
Adam Ockelford describes his background and current work in musical development of children with visual impairments and children with autism and complex needs.

Bell, Llan

Profiling communication skills in people who have learning disabilities and little or no sight
NB, March 2010, No 51, p29-31
Describes an approach to assessing communication skills in children who are visually impaired and have learning disabilities.

Weisen, Marcus

In touch with art
NB, December 2010, No 60, p9-11
A report of the conference held in October 2010 on equal access to museums for people with visual impairment.
## Articles ★ Visual Impairment: Education

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<td>Discusses the rights of visually impaired children and youths to a free and appropriate education. A national effort to restructure the American system of education.</td>
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Sex matters
Discusses the issues surrounding sex education for deafblind people.

McCall, Steve
Sports and recreation for persons with visual impairment: playing the game of your life
The Educator, July 2005, Vol XVIII (1), Whole issue
Issue dedicated to sport and physical education for children who are visually impaired. Specific sports covered include Soccer, Golf, Rowing and Mountaineering.

Bachofer, Cynthia
Low vision devices and children with visual impairments
The Educator, Jul 2007, Vol XX (1), p14-17
Looks at beginning to motivate children into using low vision aids.

Naomi, G Victoria & Tyagi, S K
Efficacy of optical devices in increasing reading speed of students with low vision
The Educator, Jul 2007, Vol XX (1), p45-47
Students were tested on their ability to read aloud whilst using a variety of magnifiers.

Rodney, Peter (ed)
Self esteem: special issue
The Educator, Jan 2008, Vol XX (2)
Articles on self-esteem and self-confidence for blind children by: Karolina Caran; Stine Roemer; Allan Dodds; Leanne Nagel; Dean & Naomi Tuttle; Karen Wolff; William Rodrigez Polo and A Saibaba Goud.

Minh, Nguyen Duc
Vietnam: the education of people with visual impairment 2007-2015
The Educator, Jan 2010, Vol XXII (2), p10-12
Describes the policies for educating visually impaired children in Vietnam.

Yasmin, Sumrana; Minto, Hasan; Khan, Niaz Ullah; Fernando, Sunil
Policy and practice in the educational inclusion of children and young people with visual impairment in Sri Lanka and Pakistan
The Educator, Jan 2010, Vol XXII (2), p17-22
Describes the policies for educating visually impaired children in Sri Lanka and Pakistan.
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Beechinor, Eileen

Educational inclusion for children with visual impairment in Ireland
Describes the policies for educating visually impaired children in Ireland.

Lynch, Paul & McCall, Steve

Impact of educational inclusion on children with visual impairment in Malawi
Describes the policies for educating visually impaired children in Malawi.

Miyauchi, Hisae

Education of children with visual impairments in Japan: current conditions and issues
Describes the policies for educating visually impaired children in Japan.

Cobb, Rory

Hear me out: listening to blind and partially sighted children and young people
A sample of views elicited from visually impaired children in mainstream schools about various aspects of their school lives.

Lynch, Paul ... [et al]

Inclusion: listening to children and young people's voices in Malawi
Views from visually impaired children in Malawi which were gathered for a research project studying the barriers to learning Braille.

Winberg, Annica; Rönnbäck, Anders; de Verdier, Kim

Inclusion in Swedish classrooms
*The Educator*, Jul 2010, Vol XXIII (1), p30-33
Project to investigate factors for successful learning in inclusive settings for braille users.

in 'te Veld, Dorine

Promoting inclusion in mathematics and science in mainstream education
Following national programmes to promote maths and science learning in the Netherlands, teachers of visually impaired children want to make sure their children can take equal part.
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Valera, Mary
Teaching mathematics: mainstream classteachers' FAQs (most frequently asked questions)
Tips in the form of a FAQ from a teacher in Peru.

Tobin, Michael
Is research necessary?
Looks at the possible reasons and rationales for embarking on research into visual impairment.

Bak, Sunhi
Types of research: quantitative, qualitative, mixed methods and teacher action
The Educator, Jan 2011, Vol XXIII (2), p26-31
Describes the various approaches to research which might be applied to the education of visually impaired children.

Correa-Torres, Silvia
Ethics in educational research and the protection of human subjects
The Educator, Jan 2011, Vol XXIII (2), p32-37
Looks at the ethical aspects of doing research which involves people as subjects.

Zebehazy, Kim T
Call to action: contributing to research through your everyday teaching experiences
The Educator, Jan 2011, Vol XXIII (2), p38-44
Describes action research as an appropriate way for teachers to contribute to research.

Zebehazy, Kim T
Conservation conversation: an argument for a 21st century approach to Braille music
Discusses the need for standardisation and includes recommendations for encouraging use of braille music.

Webson, W Aubrey (Ed)
Teacher training
The Educator, January 2013, Vol XXVI (2), Whole issue
Issue dedicated to training of teachers involved in the education of children who are visually impaired across the world.
LaVenture Susan (Ed)

Parent involvement

*The Educator*, July 2014, Vol XXVIII (1), Whole issue

Issue dedicated to parent involvement in the education of children who are visually impaired across the world.

Clamp, Sue & Snee, Paul

Equipped for access

*Visability*, Spring 1995, No 13, p21

Looks at equipment which will help visually impaired children to learn mathematics.

Williams-Davies, Pam

Raising awareness of visual impairment in mainstream schools

*Visability*, Spring 1996, No 16, p19-20

Ideas for raising awareness of visual impairment in mainstream schools through Personal and Social Education (PSE) classes.

Kendrew, Ros

Focus on social integration: Lottery of life: getting the bonus balls

*Visability*, Spring 1996, No 16, p5-7

Questions whether it is taken for granted that young visually impaired people acquire necessary social skills without some guidance and encouragement.

Metcalfe, Georgina

Getting it in focus

*Visability*, Summer 1997, No 20, p27-28

Experiences of teaching photography to young partially sighted people.

Cole-Hamilton, Issy & Franklin, Anita

Mainstream experience

*Visability*, Autumn 1997, No 21, p19-21

Secondary pupils with visual impairments (aged 11-16) were asked to discuss their experiences in mainstream schools, making friends and social activities.

Chatterton, Joyce

Teaching daily living skills to visually impaired children

*Visability*, Autumn 1997, No 21, p5-7

Daily living skills are a vital element in the education of visually impaired children. This article looks at the importance of their early introduction and a consistent approach for younger, primary age children.
Holstein, Karen
Making literacy hour accessible
Visability, Spring 1999, No 25, p7-9
Describes the challenges of making literacy hour inclusive and accessible for children with visual impairments.

Lodge, David
Literacy hour and changing teaching styles: making the initiative succeed for visually impaired pupils
Visability, Summer 1999, No 26, p13-16
One school's experience of implementing literacy hour to include visually impaired pupils.

Cavanagh, Jean
Let's get physical ... at the primary club!
Visability, Autumn 1999, No 27, p11-13
Describes how a club was established to enable visually impaired children to participate fully in physical activities.

Minett, Steve
Science education for visually impaired students: learning, teaching, supporting and managing
Visability, Autumn 1999, No 27, p29-31
A report of a subject focus day to raise issues, discuss ideas, suggest strategies and prioritise projects about teaching science to visually impaired pupils.

Wilson, Claire
Numeracy resources for Moon users
Visability, Summer 2000, No 29, p19
Numbers for moon users are explored.

McDonald, Suzy & Spybey, David
Mathematics for visually impaired students: Learning, teaching, supporting and managing
Visability, Summer 2000, No 29, p5-7
A review of a focus day held to discuss ideas, issues, strategies and projects to help in teaching mathematics to children with visual impairments.

Arnold, Alison
In touch with numeracy? Adapting to the National Numeracy Strategy to include children with severe visual impairment
Visability, Summer 2000, No 29, p8-11
Specialist teaching and adaptation of curriculum materials for pupils with a visual impairment in a mainstream classroom.
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Johnson, Hayley
Hayley's choices
*Visability*, Autumn 2004, No 42, p17-18
Hayley talks through her feelings about school and college and offers advice to others embarking on further education.

Clamp, Sue
Producing mathematics GCSE examination papers in large print and Braille
*Visability*, Spring 2005, No 43, p11-14
Adapting mathematics examination papers for children who require large print, modified large print and Braille.

Armstrong, Jenni ... [et al]
Maths games
*Visability*, Spring 2005, No 43, p15-16
Ideas for adapting games to reinforce mathematics learning.

Spybey, David
Maths resources: thoughts from a secondary school mathematics teacher
*Visability*, Spring 2005, No 43, p17-18
Looks at the equipment available for assisting visually impaired children to learn Maths.

Cavanagh, Jean
GO for it!
*Visability*, Spring 2005, No 43, p29-30
An old Chinese game, GO, is introduced to a group of visually impaired students. Benefits include accessibility of the game and the ability of students to play with sighted peers on an equal footing.

Sweeting, Julie
Planning the daily mathematics lesson
*Visability*, Spring 2005, No 43, p5-7
Describes the “Three wave approach” of the National Numeracy strategy and how it can help meet the needs of children with visual impairments in the daily maths lesson.

Birtle, Alison
Maths lessons with Nina
*Visability*, Spring 2005, No 43, p8-10
Teaching maths to a child with Leber's Amaurosis and additional learning difficulties.

Scottish Sensory Centre
Cross, Meriel  
**Becoming mates with magnifiers**  
*Visability*, Summer 2005, No 44, p15-17  
The experiences and difficulties of teaching children to use Low Vision Aids (LVAs) by an orthoptist.

Ralphs, Wendy  
**Friendship and play in a mainstream primary school**  
*Visability*, Summer 2005, No 44, p21-23  
Describes an individualised programme which has helped one pupil to develop friendship and play skills.

Bashford, Louise & Bashford, Carol  
**Getting on with it! (nystagmus)**  
*Visability*, Summer 2005, No 44, p8-10  
A teenager and her mum describe living with nystagmus. Louise attends a mainstream school.

Keil, Sue & Crews, Nicola  
**Moving on: the transition to school sixth forms or further education college**  
*Visability*, Autumn 2005, No 45, p31-34  
An RNIB research study speaks to 5 young people going through the transition process in Wales. (2 follow-up articles appear in *Insight*.)

Holt, Marjorie & Holt, Simon  
**Excuse for success**  
*Visability*, Autumn 2005, No 45, p35-36  
Marjorie and her son Simon share their success story on the completion of Simon's first year at University.
Articles ✶ Visual Impairment: Medical

Robinson, Rosemary & O'Keefe, Michael
Follow-up study on premature infants with and without retinopathy of prematurity
A study of the incidences of retinopathy of prematurity in premature children as they grow up.

Dowdeswell, Heather J; Slater, Alan M; Broomhall, John; Tripp, John
Visual deficits in children born at less than 32 weeks’ gestation with and without ocular pathology and cerebral damage
A study of the visual functioning of premature children compared with a control group consisting of full term children.

Andrews, Rebecca & Wyver, Shirley
Autistic tendencies: are there different pathways for blindness and Autism Spectrum Disorder?
Looks at how autistic spectrum disorders can manifest in children who have visual impairments.

Frebel, Henner
CVI?! How to define and what terminology to use: cerebral, cortical or cognitive visual impairment
Lays out the arguments and common usage of the three terms for CVI.

McKillop, Elisabeth ... [et al]
Problems experienced by children with cognitive visual dysfunction due to cerebral visual impairment: and the approaches which parents have
Provides a detailed account of the approaches which parents described as being helpful in the day to day care of their children with CVI.

Wallace, Elizabeth Jane ... [et al]
Patient profile and management in advanced glaucoma
Study of patients in Fife with advanced glaucoma.

Sharples, Emma & Russell, Martyn
See for yourself: an information pack for people with sight loss — results of a patient satisfaction survey
Describes the development of a new information pack for newly diagnosed people attending the low vision clinic at Manchester Royal Eye Hospital.

Scottish Sensory Centre
Articles ● Visual Impairment: Medical

Atkinson, Karen & Hutchinson, Jane Owen

**Transition from higher education to National Health Service for visually impaired physiotherapists: an interpretative phenomenological exploration**


Looks at the transition from HE to work for trained physiotherapists who are also visually impaired.

Theodorou, Nana & Shipman, Tracey

**Overview of a UK paediatric visual impaired population and low vision aid provision**


Retrospective evaluation of paediatric services in a low vision clinic in Sheffield over a period of 14 years.

Parkes, Claire; Lennon, Julie; Harper, Robert

**Is telephone review feasible and potentially effective in low vision services?**


Reports on a pilot project to offer telephone appointments to low vision patients to review and assess the need for follow-up appointments.

Thetford, Clare … [et al]

**Living with age-related macular degeneration treatment: Patient experiences of being treated with ranibizumab (Lucentis)(R) intravitreal injections**


Study of patients' experiences of receiving treatment for wet age-related macular degeneration.

Stevens, Rebekah; Bartlett, Hannah; Walsh, Rachel; Cooke, Richard

**Age-related macular degeneration patients' awareness of nutritional factors**


Patients with AMD were questioned about their knowledge of diet and nutrition, particularly those nutrients that could be helpful to their eye condition.

Frank, Helen; McLinden, Mike; Douglas, Graeme

**Investigating the learning experiences of student physiotherapists with visual impairments: An exploratory study**


Looked at the barriers and enablers to study of physiotherapy for people with visual impairments.

Abu, Emmanuel K … [et al]

**Epidemiology of ocular disorders and visual impairment among school pupils in the Cape Coast Metropolis, Ghana**


A study of the causes of eye conditions in a community in Ghana.

Scottish Sensory Centre
Articles ✶ Visual Impairment: Medical

Thomas, Rachel; Crossland, Michael D; Dahlmann-Noor, Annegret H

Multisource evaluation of multidisciplinary low-vision services for children and young people


Looks at standards and surveys for low vision services to create an evaluation tool. A pilot evaluation formed part of the study.

Cheng, Mei-Ling; Henderson, Clair; Sinclair, Anne; Sanders, Roshini

Visual health awareness, the Scottish community optometry service and Eyecare Integration Project: Breaking barriers in preventing visual impairment


A survey of older patients about their awareness of a variety of age-related vision problems, their screening and treatments.

Sturrock, Bonnie Adele ... [et al]

Rehabilitation staff perspectives on training for problem-solving therapy for primary care in a low vision service


Problem-solving therapy is assessed in its application to patients with vision problems.

Hyvärinen, Lea VM

Retinal degeneration mimicking cerebral visual impairment in a young child with CEP290 mutations: Case report


Case study of a child who presented initially like a child with CVI.

Hashemi, Hassan ... [et al]

Met and unmet need for refractive correction and its determinants in 7-year-old children


Children were randomly tested for refractive errors to check if their spectacles meet their needs.

Jutley-Neilson, Jagjeet; Greville-Harris, Gillian; Kirk, Jeremy

Pilot study: Sensory integration processing disorders in children with optic nerve hypoplasia spectrum


Looks at the incidence of sensory processing problems in children with Optic Nerve Hypoplasia.

Hashemi, Hassan ... [et al]

Prevalence of Amblyopia in a young population


A study of the incidence of amblyopia in Iranian university students.
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<td>Use of observation of behaviour in children with visual impairments to indicate functional vision levels.</td>
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<td>CVI Experience toolbox: Simulation of visual processing difficulties</td>
<td><em>British Journal of Visual Impairment</em></td>
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<td>Discusses a new toolbox of simulations for professionals to gain an impression of what it is like to have CVI (cerebral visual impairment).</td>
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Retinopathy of prematurity

Insight, Nov/Dec 2007, No 12, p23-24

Describes the progress in screening and treatment of retinopathy of prematurity in the UK and overseas.

Blaikie, Andrew

Breaking bad news

Insight, Jul/Aug 2008, No 16, p14-17

Describes new training which is given to ophthalmologists to help them to deliver bad news at diagnosis in the best way. (Followed by descriptions of parents’ experiences of hearing a diagnosis.)

Blaikie, Andrew & Blum, Robert

Focus on ... advances in the treatment of inherited retinal diseases (part 1)

Insight, Nov/Dec 2008, No 18, p41-42

Discusses the advances in gene therapy which may help conditions such as retinitis pigmentosa, Stargardt’s disease etc in the future.

Khadka, Jyoti

In perspective: low vision devices (part 1)

Insight, Jan/Feb 2009, No 19, p31-33

A brief outline of some of the low vision devices available to help maximise residual vision.

Blaikie, Andrew

Focus on ... advances in the treatment of inherited retinal diseases (part 2)

Insight, Jan/Feb 2009, No 19, p34-35

Discusses the advances in stem cell therapy which may help conditions where the photoreceptors in the retina are damaged.

Childhood Cataract Network (CCN)

Childhood cataracts

Insight, Jan/Feb 2009, No 19, p41-44

CCN is a support group for families affected by childhood cataracts, three of their members talk about their experiences of the condition.

Dutton, Gordon

Children with visual processing disorders. Part 1: A different view: Field loss and seeing movement

Insight, Mar/Apr 2006, No 2, p12-16

An ophthalmologist’s approach to dealing with children who have a visual field loss due to brain damage including practical advice to enable children to make the best use of their sight.
Timothy, Jil
All about ... animal assisted therapy
Insight, Mar/Apr 2006, No 2, p29-31
Looks at the role that animals can play in improving the quality of life of children who are visually impaired and how they can provide some learning opportunities along the way.

Neal, Samantha
Katy and Specialeyes World
Insight, Mar/Apr 2006, No 2, p44-46
Katy has cerebral palsy and CVI, her mum describes life with Katy and talks about her experience of working with organisations for parents of children with disabilities.

Blaikie, Andrew & Cloke, Adam
Focus on ... Stargardt disease
Insight, Jul/Aug 2009, No 22, p39
Description of the condition and how it affects children.

Morgan, Joanna
Low vision passport
Insight, Sep/Oct 2009, No 23, p25-26
A project to improve services for children with low vision where children are issued with one document that is used by all eyecare staff and teachers to record clinic visits etc and for parents and the child to make their own notes, questions etc. Project in trial stages.

Sablitzky, Jan
Life with Batten disease
Insight, Nov/Dec 2009, No 24, p39-40
Describes new findings about the support needs of families affected by Batten disease.

Blaikie, Andrew & Khan, Ash
Focus on ... Peter’s anomaly
Insight, Nov/Dec 2009, No 24, p44
Describes a rare disease which begins with a clouding of the cornea.

Blaikie, Andrew; Khan, Ashraf; West, Laura
Focus on ... premature birth and eyesight
Insight, Jan/Feb 2010, No 25, p43
Looks at some of the causes and symptoms of vision problems in premature babies.
Woodhouse, Maggie

In perspective
Insight, May/ Jun 2010, No 27, p39

Strategies for accommodating hearing aids and spectacles with children who need both.

Kaye, Sally

Visiting the eye clinic

Looks at how visits to eye clinics can be made less stressful for families and children.

Lunt, David & Blaikie, Andrew

Advances in gene therapy
Insight, Jan/ Feb 2012, No 37, p38

A quick update on progress in treating a number of conditions with gene therapy including Leber’s Congenital Amaurosis, Stargardt’s disease and Retinitis Pigmentosa.

Fielder, Alistair

New treatments for ROP
Insight, Jan/ Feb 2012, No 37, p39

Potential new applications of drugs used with adults to treat babies with retinopathy of prematurity.

Dutton, Gordon

Children with visual processing disorders. Part 3: difficulties with attention and communication
Insight, July/Aug 2006, No 4, p20-24

An ophthalmologist’s approach to helping children who find it difficult to communicate and pay attention due to cerebral visual impairment.

Webber, Deborah

Ronald McDonald House at Moorfields
Insight, Sep/Oct 2012, No 41, p29-32

Looks at the unique accommodation provided at Moorfields hospital for families which is funded by a charity.

Woodhouse, Maggie

In perspective: spotting eye problems in children
Insight, Nov/ Dec 2012, No 42, p24-25

Outlines the things to look out for to detect eye problems in children, including unexplained changes in behaviour.
Blaikie, Andrew & Theodoropoulou, Sofia

Aniridia

*Insight*, Nov/Dec 2012, No 42, p38-40

Describes the problems related to Aniridia which means children are born without all or part of their iris. The condition can also affect other parts of the eye.

Tailor, Vijay

Going online to improve eye health

*Insight*, Mar/Apr 2013, No 44, p11-12

About a website which helps children to understand their eye condition and how treatments work.

Wyatt, Georgina

Be honest with me

*Insight*, Mar/Apr 2013, No 44, p13-14

A young person’s experience looking after her eye health since the age of 3. Looking at how the attitudes of those around her shaped her own independence.

Little, Julie-Anne

Vision problems in children with cerebral palsy

*Insight*, Mar/Apr 2013, No 44, p24-26

Looks at the vision problems that children with cerebral palsy commonly experience, including accommodation, visual field loss and reduced visual acuity.

Woodhouse, Maggie

In perspective

*Insight*, Mar/Apr 2013, No 44, p37

Being aware of how vision changes over time helps young people plan ahead. Looks at the planning required to ensure that a young person’s eye care needs continue to be met as they transition from school.

Antonopoulou, Panagiota & Blaikie, Andrew

Electronic eyes

*Insight*, Mar/Apr 2013, No 44, p38-39

Looks at the new developments in the area of retinal replacements which may be of particular interest to those with retinitis pigmentosa.

Leeson-Beavers, Kerry

Alström syndrome

*Insight*, May/June 2013, No 45, p40-41

Advice and information from the Alström Syndrome UK support group.
*Articles* ♦ Visual Impairment: Medical

**Blaikie, Andrew & Goudie, Colin**  
**Prematurity and vision**  
*Insight*, Nov/Dec 2013, No 48, p38-40  
Looks at the vision problems that can arise in babies who are born early.

**Childhood uveitis**  
*Insight*, Jan/Feb 2014, No 49, p37-41  
Looks at the different ways that uveitis can affect children’s eyes, with two case studies.

**Parulekar, Manoj V**  
**Haemangioma**  
*Insight*, Mar/Apr 2014, No 50, p38-40  
Looks at how some birthmarks (also known as strawberry marks) can affect the development of vision.

**Harwood, Janet**  
**Cerebral visual impairment**  
*Insight*, May/Jun 2014, No 51, p26-28  
First of a series of articles exploring the difficulties that can occur in processing visual information.

**Clarke, Michael**  
**Stargardt disease**  
*Insight*, May/Jun 2014, No 51, p38-39  
Explains the condition that usually affects teenagers with a progressive deterioration of their central vision.

**Harwood, Janet**  
**Supporting children with cerebral visual impairment**  
*Insight*, Jul/Aug 2014, No 52, p26-27  
This 2nd article looks at practical strategies to support children who have cerebral visual impairment.

**Childhood Eye Cancer Trust (CHECT)**  
**Retinoblastoma**  
CHECT highlight the implications of retinoblastoma for parents and schools.
Kurtz, Lisa

Visual perception problems

*Insight*, Jan/Feb 2007, No 7, p36-39

A range of activities for promoting the development of functional vision and perceptual skills for children who have difficulty understanding and interpreting the information they see.

Cavanagh, Jean

Using autogenic therapy

*Insight*, Mar/Apr 2007, No 8, p26-29

Therapy aimed at reducing stress which could be useful as a relaxation tool for adolescents who are losing their sight which helps to foster a positive attitude.

Barton, Michelle & Volkmar, Fred

How commonly are known medical conditions associated with Autism?


This is a study of people who are autistic with other associated disorders including sensory impairments to determine the links between the possible causes of these disabilities.

Wynick, Sarah; Hobson, R Peter; Jones, R Barry

Psychogenic disorders of vision in childhood ("Visual Conversion Reactions"): Perspectives from adolescence: a research note


Fifteen adolescents who had exhibited psychogenic disorders of vision in childhood were compared with a control group of adolescents who had experienced childhood visual dysfunction of organic origin.

Brown, Rachel ... [et al]

Are there “autistic-like” features in congenitally blind children?


Study of 24 blind children and a comparison group of 10 sighted children looking at autistic behaviour. Study concludes that congenitally blind children often present substantial numbers of autistic-like clinical features.

Groenveld, Maryke; Jan, James E; Leader, Patricia

Observations on the habilitation of children with cortical visual impairment


A general overview of children with cerebral (or cortical) visual impairment.

Jan, James E & Groenveld, Maryke

Visual behaviors and adaptations associated with cortical and ocular impairment in children


Mannerisms of children with visual impairment can often reflect the onset, severity and type of visual impairment. It can be particularly useful in identifying cortical/cerebral visual impairments from ocular visual impairment.
Articles ● Visual Impairment: Medical

Koehler, William & Loftin, Marnee

*Visually impaired children with progressive, terminal neurodegenerative disorders*


Explores the information required to help support a child with a visual impairment and terminal illness.

Zammitt, Nicola; O'Hare, Anne; Mason, Jeff; Elliott, Geraldine

*Use of low vision aids by children attending a centralized multidisciplinary visual impairment service*


Discusses the prescription and effective use of low vision aids in one area of Scotland.

Mamer, Linda

*Visual development in students with visual and additional impairments*


Children with multiple disabilities and visual impairments were given a systematic structured programme of visual stimulation. Acuity scores improved but visual behaviour (blinking, visual fixation etc) did not change.

Rahi, Jugnoo & Cable, Noriko

*Severe visual impairment and blindness in children in the UK*


A study of children (up to 16 yrs) who were newly diagnosed with severe visual impairment or blindness during 2000.

Pawletko, Theresa & Rocissano, Lorraine

*Autism in blind and VI children*


Looks at some of the issues surrounding visual impairment and autism.

Norowzian, Mary

*Emotional impact of diagnosis*

*NB*, Oct 2006, No 10, p20-23

Looks at the role of eye health professionals supporting clients as they come to terms with their diagnoses.

Holmström, Radhika

*Stem cell therapy: can it restore sight?*

*NB*, Jan 2007, No 13, p26-31

Discusses the potential use of stem cells in helping to treat degenerative eye conditions such as macular degeneration and retinitis pigmentosa.
Holmström, Radhika
Colour vision deficiency
NB, Mar 2008, No 27, p40-43
Describes what colour blindness is and how serious its effects are.

Holmström, Radhika
Shedding light on retinitis pigmentosa
NB, Jan 2009, No 37, p44-46
Update on current developments in treatments for retinitis pigmentosa.

Holmström, Radhika
Childhood eye cancer
NB, Jan 2009, No 37, p44-47
Looks at the prospects for prevention and cure of childhood eye cancer.

Holmström, Radhika
Glaucoma
NB, Mar 2009, No 39, p32-35
Overview of Glaucoma and looks at recent research.

Olatunji, Susanne
Raising awareness about glaucoma: the sibling awareness scheme
NB, Mar 2009, No 39, p37-39
A project to screen siblings of people diagnosed with glaucoma.

Newson, Kirsty
Raising awareness about glaucoma: Glaucoma and ethnicity
NB, Mar 2009, No 39, p40-41
Research indicates that people of African and Caribbean origin have an increased risk of developing chronic glaucoma.

Andrews, Rachel
Day in the life of … Rachel Andrews, ophthalmic nurse
NB, Mar 2009, No 39, p42-45
Rachel describes her role as an ophthalmic nurse with a special interest in raising awareness in squints (lazy eye.)
Holmström, Radhika

Light sensitivity

NB, Apr 2009, No 40, p41-43

An overview of light sensitivity problems experienced by some people.

Huddy, Hugh

Losing patients: how healthcare information is failing people with sight loss

NB, Nov 2009, No 47, p20-24

Results from a survey of the experiences of 600 blind and partially sighted people who had used NHS services in a 12 month period. Discusses accessible information issues.

Tobin, Michael J; Hill, Eileen W; Hill, John F

Retinoblastoma and life experience: a new study

NB, Nov 2009, No 47, p25-27

An eight-year analysis of people with retinoblastoma, concentrating on academic achievement, employment and intelligence levels.

Holmström, Radhika

Amblyopia

NB, Nov 2009, No 47, p36-39

Discusses the importance of treating children with a "lazy eye".

Holmström, Radhika

Albinism

NB, Dec 2009, No 48, p38-42

Looks at this often misunderstood condition and asks whether society's attitudes to it are worse than the condition itself.

Kaye, Andrew

No patient left on their own: improving the support patients receive in eye clinics

NB, Jan 2010, No 49, p21-23

Describes how campaigners are working to improve the eye clinic liaison officer (ECLO) network. ECLO's connect patients with the practical and emotional support they may need to understand their diagnosis and maintain their independence.

Royal National Institute of Blind People (RNIB)

Visibly better: Walsall hospital is first to gain national accolade

NB, Jan 2010, No 49, p27-30

RNIB's Visibly better award is aimed to help hospitals meet the standards set out in the DDA relating to visual impairment (eg signage, lighting, awareness raising for staff ...)

Scottish Sensory Centre
Holmström, Radhika
Retinal tears and detachment
NB, Jan 2010, No 49, p31-34
Explores the facts behind retinal tears and detachment.

Hogley, Gillian
A day in the life of Gillian Hogley, Visual Impairment Liaison Officer
NB, Jan 2010, No 49, p35-37
Outlines the job of a liaison officer who speaks to newly diagnosed patients and tries to help the patient come to terms with their news and guides them to the help which is available.

Boak, Alistair
Few of my favourite things ... Alistair Boak, physiotherapist
NB, Jan 2010, No 49, p40-42
Speaks to a visually impaired physiotherapist about his work and technology he uses in his work.

Steele, Lyn & Wade, John
Making a 'ROVI' room in an eye clinic: how rehabilitation officers are working in a local hospital
NB, Feb 2010, No 50, p35-37
Use of a rehabilitation service within a hospital to introduce patients to the equipment and services available to them.

Holmström, Radhika
Glaucoma, genes and me: tracing the family line of disease
NB, March 2010, No 51, p32-35
A research project looking at the genetics of Angle-closure glaucoma. Family history techniques are being employed to help them identify the genes involved.

Mathison, Joan
What I do is ... (Ophthalmic nurse practitioner)
NB, April 2010, No 52, p28-29
Joan is an ophthalmic nurse practitioner at the Edinburgh eye pavilion running a low vision aid clinic.

Holmström, Radhika
Injury and trauma
NB, April 2010, No 52, p37-39
One of the most common causes of sight loss is through injuries and trauma, this article explores the more common incidents that can cause visual impairments.
Holmström, Radhika
**Retinopathy of prematurity**  
*NB*, July 2010, No 55, p36-38  
Premature babies are susceptible to this condition, this article explains the causes and current treatments for ROP.

Holmström, Radhika
**Patients in the driving seat: Birdshot chorioretinopathy**  
*NB*, Sept 2010, No 57, p32-35  
A rare condition causing inflammation in the eye and other varied symptoms. Early identification can help to save the sight of the patient but it is difficult to diagnose.

Holmström, Radhika
**Infections**  
*NB*, October 2010, No 58, p26-28  
Describes the kinds of eye conditions that can arise from infections (bacterial, viral or fungal).

Holmström, Radhika
**Eating for the eyes**  
*NB*, December 2010, No 60, p30-32  
Looks at the damage that is done to the eyes as a result of eating disorders or other nutritional deficiencies.

Martin-Smith, Tracey
**Welsh low vision service**  
*NB*, January 2011, No 61, p30-33  
Describes some of the outcomes from the Welsh Eye Care Initiative which funded a programme of change to community services.

Holmström, Radhika
**Retinal implants: the way ahead?**  
*NB*, January 2011, No 61, p34-37  
New treatment for people with retinitis pigmentosa where part of the retina is replaced with a microchip. Cross over with cochlear implant issues are discussed (ie brain learning new ways to process information).

Holmström, Radhika
**Seeing with one eye**  
*NB*, February 2011, No 62, p38-40  
Discusses special problems presented by monocular vision.
Breaking bad news

*NB*, March 2011, No 64, p32-34

Eye health professionals talk about how they deliver the news about sight loss to people and how they handle patients’ reactions.

Holmström, Radhika

Diabetic retinopathy: advances in research and treatment

*NB*, March 2011, No 64, p38-41

Looks at the specialist eye problems experienced by diabetic patients.

Firth, Kate

Working life: accessible information

*NB*, May 2011, No 65, p28-32

Professionals from 3 hospitals talk about their approach to making health information accessible to patients with sight loss.

Holmström, Radhika

Sight loss from the start

*NB*, May 2011, No 65, p36-39

Outlines a range of sight conditions affecting children and young people including CVI, retinitis pigmentosa, retinopathy of prematurity, cataracts, retinoblastoma and rare syndromes.

Bowen, Louise; Leeven, Martina; Lacy, Pamela

Counselling and emotional support in low vision services: The ESaC project

*NB*, June 2011, No 66, p20-23

An evaluation of the impact of a counselling service as part of an integrated low vision service.

Holmström, Radhika

Getting moving

*NB*, June 2011, No 66, p36-39

Describes how an active and healthy lifestyle can impact on your eye health and which activities are recommended or not for those with existing conditions.

Holmström, Radhika

Thirty years on: HIV and eyesight

*NB*, July 2011, No 67, p32-35

On the 30th anniversary of the first reported case of HIV this article looks at the effect that having HIV can have on eyes and the related eye conditions.
Holmström, Radhika

**Genes in sight**

*NB*, August 2011, No 68, p36-39

Looks at the latest advances in gene therapy for eye conditions such as Leber's congenital amaurosis, retinitis pigmentosa, age-related macular degeneration and glaucoma.

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Holmström, Radhika

**Stem cells in focus**

*NB*, November 2011, No 71, p37-40

Separates the fact from the fiction in stem cell research.

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Holmström, Radhika

**Albinism explored**

*NB*, December 2011, No 72, p36-40

Examines the applications of new research into use of Nitisinone.

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Holmström, Radhika

**Deafblindness**

*NB*, February 2012, No 74, p36-40

Looks at new research into the 'third sensory disability'.
Elbourn, Tony

**Blind side**

*NB*, August 2012, No 80, p22-24

First person account of a totally blind person on what daily life is like.

Holmström, Radhika

**More than just a condition (Nystagmus)**

*NB*, August 2012, No 80, p22-24

Discusses the additional problems that are caused by nystagmus in social and employment settings.

McQuade, Mei

**From the high street to the emergency room**

*NB*, July/August 2013, No 87, p

Explores a pilot project to use community optometrists as a first port of call for eye emergencies which broadens the scope for access to services and relieves the pressure on emergency services.

Holmström, Radhika

**Retinoblastoma revealed**

*NB*, July/August 2013, No 87, p22-25

Looks at the signs to be aware of and the causes and treatments for childhood eye cancer.

Marfan Association UK

**Marfan syndrome explained**

*NB*, July/August 2013, No 87, p26-27

Describes a complex genetic condition that can affect various parts of the body including the eyes.

Holmström, Radhika

"I see flowers everywhere ... houses and trees are covered in roses"

*NB*, Sept/Oct 2013, No 88, p24-26

Talks to people living with Charles Bonnet syndrome and the distressing hallucinations it can cause.

Brittain, Bill

**Bridging the gap**

*NB*, Sept/Oct 2013, No 88, p36-7

Describes a project which encourages people with a learning disability to have an eye test.
All aboard the CVI (certificate of visual impairment) roadshow
Majekodunmi, Olufunmi

Follows a campaign to highlight the importance of certification and registration of visual impairment of their patients to medical staff.

Framework for training
Holmström, Radhika

Describes rolling out training for ophthalmic nursing staff to deliver AMD treatments.

Seeing half the world
Holmström, Radhika

Explains the complex condition homonymous hemianopia where the vision on one side is affected within the brain.

Training for visual field loss
Lane, Alison

Discusses a training programme that examines visual field loss.

Focus on Alström syndrome
Leeson-Beevers, Kerry

Explains the possible symptoms of Alström syndrome which include cone rod dystrophy and nystagmus.

Could new treatments stem vision loss?
Jackson, Tim

An ophthalmic surgeon explains two new treatments for eye conditions: retinal implants and radiation for wet AMD.

Cataract crisis
Holmström, Radhika

Reports on the bottleneck queue for cataract surgery and new research into cataracts.
Holmström, Radhika

**Focus on neurofibromatosis**

*NB*, Jan/Feb 2014, No 90, p30-31

Looks at the effect of non-malignant tumours on vision.

Holmström, Radhika

**There’s an app for that …**

*NB*, Jul/Aug 2014, No 93, p12-15

Use of mobile technology and apps to improve access to healthcare around the world, from general health and wellbeing to specialist practitioners' tools.

Holmström, Radhika

**Glaucoma on the agenda**

*NB*, Jul/Aug 2014, No 93, p26-29


Hutton, Cleon & Reeves, Amanda

**Understanding eccentric viewing**

*NB*, Jul/Aug 2014, No 93, p36-37

Looks at techniques used by people with central vision loss.

Miller, Andrew

**Welcome to Jordan (low vision assessment training)**

*NB*, Jul/Aug 2014, No 93, p45-47

An Optometrist from the UK was invited to deliver low vision assessment training to students in Jordan.

Gense, Marilyn H & Gense, D Jay

**Identifying Autism in children with blindness and visual impairments**


Teachers of VI describe their experiences with children who they believe have autism.

Morse, Mary T

**Cortical visual impairment: some words of caution**


Describes cortical visual impairment (CVI) as a complex condition that is not an eye condition but a brain condition. Cautions practitioners that children with CVI do not exhibit similar behaviours, that a single approach does not work for all children, and that treatment is a dynamic process.
Articles • Visual Impairment: Medical

Goodale, Mel & Milner, David
One brain: two visual systems
Describes work examining the functions of the dorsal and ventral streams.

Kingston, Judith
Understanding retinoblastoma
*Visability*, Summer 1994, No 11, p4-6
Background information about retinoblastoma.

Gibbons, Ros
Addressing the sensory needs of children with visual impairment and autistic spectrum disorder
Advice for teachers dealing with children who have both visual impairment and autistic spectrum disorder.
Articles ✪ Visual Impairment: Mobility

Ungar, Simon; Blades, Mark; Spencer, Christopher
Role of tactile maps in mobility training
A series of studies on tactile maps and how they assist visually impaired children in acquiring spatial abilities.

Bright, Keith; Cook, Geoffrey; Harris, John
Building design: the importance of flooring pattern and finish for people with a visual impairment
As part of a larger survey some visually impaired people were questioned about the built environment and which features and elements of design are useful or not useful when moving around buildings.

Carey, Kevin
Real goals for mobility education
A version of the presentation made at the Mobility & Independence Specialists in Education (MISE) Conference at Exhall Grange School, Coventry, March 2000.

Pavey, Susan; Douglas, Graeme; McLinden, Mike; McCall, Steve
Investigation into the mobility and independence needs of children with visual impairment. Part 1: the development of a mobility and independence framework
Results of research into the mobility needs of children being educated in mainstream schools.

Douglas, Graeme; Pavey, Susan; McLinden, Mike; McCall, Steve
Investigation into the mobility and independence needs of children with visual impairment. Part 2: the delivery of the mobility and independence framework
Results of research into the mobility needs of children being educated in mainstream schools.

Garaj, Vanja ... [et al]
System for remote sighted guidance of visually impaired pedestrians
Describes a test of GPS based technology for assisting visually impaired people to navigate and detect obstacles in unfamiliar surroundings.

Millar, Susanna & Al-Attar, Zainab
How do people remember spatial information from tactile maps?
Explores the problems faced by visually impaired people in using tactile maps and applying the information.

Scottish Sensory Centre
**Articles ● Visual Impairment: Mobility**

**Perceptual impact of environmental factors in sighted and visually impaired individuals**


Looks at the difficulties faced by visually impaired compared with sighted people in navigating their environment.

**'It's a sort of echo…': sensory perception of the environment as an aid to tactile map design**


Researchers ask visually impaired people about their perceptions while exploring a new environment to aid tactile map design.

**Estimating the speed of vehicles using an electronic travel-aid interface**


Looks at technology designed to help visually impaired people judge the speed of moving vehicles.

**Providing interactive access to architectural floorplans for blind people**


Describes the TeDUB system which translates floorplans and maps into a combination of auditory and force feedback (through a joystick.)

**Talking TMAP: automated generation of audio-tactile maps using Smith-Kettlewell’s TMAP software**


Makes use of web and geographic information systems in conjunction with braille embossers and touch tablet technology to create audio-tactile maps for any area.

**Examining the experiences of sight-impaired travellers: the next station stop?**


Looks at barriers to accessibility for visually impaired travellers in UK train stations.

**Comparison between audio and tactile systems for delivering simple navigational information to visually impaired pedestrians**


Looks at new GPS technology aimed at assisting visually impaired people navigate.
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| Marin-Lamellet, Claude & Aymond, Philippe  
**Combining verbal information and a tactile guidance surface: the most efficient way to guide people with visual impairment in transport stations?**  
| Gray, Colette  
**Support for children with a visual impairment in Northern Ireland: the role of the rehabilitation worker**  
| Neuville, Emmanuelle; Izaute, Marie; Trassoudaine, Laurent  
**Wayfinding pilot study: the use of the Intelligent Public Vehicle by people with visual impairment**  
| Kim, Dae Shik ... [et al]  
**Vehicle surge detection and pathway discrimination by pedestrians who are blind: effect of adding an alert sound to hybrid electric vehicles on**  
| Havik, Else M; Melis-Dankers, Bart JM; Steyvers, Frank JJM; Kooijman, Aart C  
**Accessibility of shared space for visually impaired persons: an inventory in the Netherlands**  
| Fryer, Louise; Freeman, Jonathan; Pring, Linda  
**What verbal orientation information do blind and partially sighted people need to find their way around? A study of everyday navigation strategies in**  
| Casey, Hilary; Brady, Nuala; Guerin, Suzanne  
‘Is Seeing Perceiving?’ Exploring issues concerning access to public transport for people with sight loss  

Scottish Sensory Centre
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<td>Strategies used by the children’s education teacher for orientation and mobility of the visually impaired student</td>
<td>Magalhães, Alessandra T; Sankako, Andréia N; Braccialli, Ligia M P</td>
<td>British Journal of Visual Impairment</td>
<td>May 2014</td>
<td>Vol 32 (2)</td>
<td>p157-169</td>
<td>A single case-study of a classroom teacher trying to support mobility skills in a young pupil.</td>
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<td>Accessibility of shared space for visually impaired persons: A comparative field study</td>
<td>Havik, Else M; Steyvers, Frank JJM; Kooijman, Aart C; Melis-Dankers, Bart JM</td>
<td>British Journal of Visual Impairment</td>
<td>May 2015</td>
<td>Vol 33 (2)</td>
<td>p96-110</td>
<td>Looks at how easily people with visual impairments can navigate in shared spaces where pedestrians and vehicles rely on eye contact to negotiate access.</td>
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<td>Perceived motor competence of children with visual impairments: A preliminary investigation</td>
<td>Brian, Ali S; Haegele, Justin A; Bostick, Laura</td>
<td>British Journal of Visual Impairment</td>
<td>May 2016</td>
<td>Vol 34 (2)</td>
<td>p151-155</td>
<td>Visually impaired children (aged 3-13) who are judged to have good motor skills are more likely to be encouraged to take part in physical activity. The study looked at these associations.</td>
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<td>Effect of cane length and swing arc width on drop-off and obstacle detection with the long cane</td>
<td>Kim, Dae Shik; Emerson, Robert Wall; Naghshineh, Koorosh</td>
<td>British Journal of Visual Impairment</td>
<td>September 2017</td>
<td>Vol 35 (3)</td>
<td>p217-231</td>
<td>A study of adults use of standard length canes and extended length canes to detect hazards.</td>
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<td>Influence of the use of cane on the gait cycle of individuals who are blind</td>
<td>Santos, Diana; Abrantes, João MCS; Lewis, Peter; Macedo, António Filipe</td>
<td>British Journal of Visual Impairment</td>
<td>Sept 2018</td>
<td>Vol 36 (3)</td>
<td>p251-261</td>
<td>A study of the effect of cane use on the gait of people who are visually impaired.</td>
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Articles ● Visual Impairment: Mobility

Jelijs, Bart ... [et al]
**Cycling difficulties of visually impaired people**
Survey of cyclists with low vision in the Netherlands and the barriers to cycling for that group.

Jeamwatthanachai, Watthanasak; Wald, Mike; Wills, Gary
**Indoor navigation by blind people: Behaviors and challenges in unfamiliar spaces and buildings**
This research looks at the specific problems that visually impaired people experience with navigating indoors, particularly in public spaces such as museums, universities, shopping centres etc.

Jarjoura, Waleed
**Disorientation and loss of wayfinding in individuals with congenital blindness and other affecting comorbidities**
Looks at the navigation skills of people who are visually impaired and have some additional cognitive difficulties.

Morsley, Kim; Spencer, Christopher; Baybutt, Kate
**Is there any relationship between a child's body image and spatial skills**
Looks at the relationship between body image and spatial skills in visually impaired children.

Dodds, Andrea; Harrison, Ruth; Walton, Lyndi
**Bouncing back!**
*Eye Contact*, Spring 1996, No 14, p11-13
Describes use of rebound therapy can improve the mobility and communication skills children who have multiple disabilities. Rebound therapy utilises the moving surface and vibrations of a trampoline as an aid to mobility development. This also provides opportunities for improving communication.

Thomas, Martin & Levy, Gill
**You’ll never walk alone!**
*Focus*, Feb 1998, No 23, p1-10
Discusses the motivating factors for visually impaired people who are not independently mobile or active and outlines some strategies for giving people more options.

Orr, Robert
**Fellow travellers**
*Focus*, Mar 2000, No 29, p7-13
A report on a series of one-day workshops on 'wheelchair mobility' for people with visual impairments. It discusses the role of the person guiding the wheelchair-user.
Kish, Daniel
**Flash sonar: using echoes to help you get around**
*Insight*, Mar/Apr 2008, No 14, p43-46
Daniel Kish uses echolocation, by clicking his tongue, to navigate. He has developed a technique to teach young people this as part of their mobility training.

Naish, Lucy
**Music, lights, action!**
*Insight*, May/Jun 2008, No 15, p34-37
Conductive education and a multisensory curriculum are combined to help mobility and motor skills of children with cerebral palsy.

**Echolocation: the parents’ view**
RNIB speak to a few parents whose children spent some time recently with Dan Kish learning echolocation techniques.

Dutton, Gordon
**How active echolocation works**
*Insight*, Sept/Oct 2008, No 17, p42
An ophthalmologist offers his perspective on echolocation techniques employed by Dan Kish.

Kish, Daniel
**Flash forward**
*Insight*, Jan/Feb 2010, No 25, p39-41
The US echolocation expert Daniel Kish describes his experience of working with a Scottish child who had lost his sight and ability to walk at the age of 8 years old.

Kensett, Graham; Jones, Julie; Butler, Michaela
**Guide dogs for young people**
*Insight*, Jul/Aug 2010, No 28, p10-14
The team who piloted the scheme to allow under-16s to train to become guide dog users describe their involvement.

Kish, Daniel
**Canes mean freedom: part one**
*Insight*, Jul/Aug 2010, No 28, p38-40
Daniel Kish explains his ideas and methods for teaching cane use with very young children.
Kish, Daniel

**Canes mean freedom: part two**


Daniel Kish explains his ideas and methods for teaching cane use with very young children. Includes a parent's perspective on her child's training with Daniel Kish.

Dutton, Gordon

**Children with visual processing disorders. Part 2: difficulty seeing information in complex scenes**

*Insight*, May/June 2006, No 3, p21-24

An ophthalmologist's approach to helping children who find it difficult to pick out information from complex scenes due to cerebral visual impairment.

Rendle, Benjamin

**Doggied determination**

*Insight*, March/April 2012, No 38, p11-12

A young person tells the story of how he applied for and was matched with a Guide Dog as part of the pilot scheme for young people.

**Spreading your wings**

*Insight*, March/April 2012, No 38, p14-17

Advice from and for young people about travelling to different cities and helpful tips for getting assistance.

McDonald, Suzy

**Making the leap**

*Insight*, March/April 2012, No 38, p18-21

Discusses the transition for school pupils from taxi/car travel to using buses independently. Safety, money and social aspects are considered.

Stedman, Caroline

**Caroline's casebook**

*Insight*, Sep/Oct 2012, No 41, p40-41

Column about emotional issues experienced by young people who have visual impairments. A young woman with a progressive sight loss is having difficulty coming to terms with it.

Klein, Janice Fuller

**Developing a spatial map**

*Insight*, Mar/Apr 2013, No 44, p20-21

A children's mobility specialist explains how blind babies develop their spatial understanding.
Dicks, Jo
**Habilitation skills**
*Insight*, Sep/Oct 2013, No 47, p26-27
Mobility specialist looks at using ponies and horses with children with limited ability to move due to other disabilities.

O'Leary, Sharon
**Habilitation skills**
*Insight*, Jan/Feb 2014, No 49, p22-23
Second article on room familiarisation, this focuses on strategies for children with additional needs.

Norman, Elaine & Stanley, Debbie
**Habilitation skills**
*Insight*, Mar/Apr 2014, No 50, p10-11
Fun ways to motivate children to get up and about.

Dawson, Lucy
**Forward to the future**
*Insight*, Mar/Apr 2014, No 50, p18-19
A young guide dog owner reflects on the ups and downs of getting her first guide dog.

Bent, Terri-Ann
**Habilitation skills**
*Insight*, May/Jun 2014, No 51, p20-21
A mobility specialist talks about her role in preparing a student for work experience.

Hall, Gill
**Fostering Harry’s independence**
*Insight*, May/Jun 2007, No 9, p14-17
Describes mobility training and support offered to one visually impaired year 9 pupil in a mainstream setting.

Scott, Bronwen
**I’m starting to walk: I can use a cane**
*Insight*, May/Jun 2007, No 9, p24-26
In Western Australia, children who are blind start mobility training as soon as they begin to walk.
Forster, Penny

**UltraCane ... a rehabilitation officer's perspective**

*Insight*, May/Jun 2007, No 9, p27-28

Looks at the use of a white cane which uses echolocation technology (UltraCane) with an 8 year old child.

King, Liz & Bathie, Fiona

**Squeaky shoes: motivating young children to move**

*Insight*, May/Jun 2007, No 9, p31-34

Two families try out “squeaky shoes” on their young visually impaired children to see the impact this has on their child’s motivation to walk.

Evans, Gwynneth

**Pre-requisites to movement**

*Insight*, May/Jun 2007, No 9, p35-37

Practical ways for families to encourage early movement in their very young visually impaired children.

Stirnweis, Sandra

**Learning the ABCs (Mobility)**

*Insight*, May/Jun 2007, No 9, p9-13

The skills required for orientation and mobility can be broken down into basic elements which can make it easier for visually impaired children to learn.

Pogrund, Rona L & Rosen, Sandra J

**Preschool blind child can be a cane user**


Approaches to encourage very young children who are visually impaired to learn cane skills.

Ochaita, Esperanza & Huertas, Juan Antonio

**Spatial representation by persons who are blind: a study of the effects of learning and development**


A study of visually impaired children placed in unfamiliar environments.

Skellenger, Annette C

**Trends in the use of alternative mobility devices**


A study of the long-term use of alternatives to long-canes.
Higgins, Nancy
“"The O&M in my life": perceptions of people who are blind and their parents
A New Zealand study of the effectiveness of orientation and mobility training.

Reimer, Annemeike; Smits-Engelsman, Bouwien C M; Siemonsma-Boom, Marieke
Development of an instrument to measure manual dexterity in children with visual impairments aged 6-12
A study of the motor development of visually impaired children compared with sighted children.

Tellevik, Jon M; Martinsen, Harald; Storilikken, Magnar; Elmerskog, Bengt
Development and evaluation of a procedure to assess mobility route learning
A study of how orientation and mobility instructors help visually impaired children to learn routes.

Bird, James
Technology: finding the way with satellite navigation
NB, Jan 2007, No 13, p35-37
Discusses the potential use of GPS to help visually impaired people navigate.

Barker, Peter
Shared surfaces: a growing menace
NB, Mar 2007, No 15, p25-27
Highlights the problems for visually impaired pedestrians in using "shared surfaces" where pavement and road becomes a shared area and important orientation features are therefore removed.

Gill, John
Changing the future of transport information systems
NB, May 2007, No 17, p32-35
The RNIB’s Chief scientist looks at ways in which new transport information systems can be adapted to include visually impaired travellers.

Underwood, Sarah
Shared surfaces: are they prioritising pedestrians or putting them at risk?
NB, Nov 2008, No 35, p20-23
Talking point article continues the debate on shared surfaces where kerbs are levelled and traffic lights are removed, pedestrians and vehicles are expected use eye contact to negotiate priority.

Scottish Sensory Centre
Articles ● Visual Impairment: Mobility

Slater, Anthony

**Improved housing for people with sight loss**
*NB*, Jan 2009, No 37, p10-13

Report from a seminar on housing and lighting for people with sight loss.

Hebbes, Sarah

**Young free and mobile: guide dogs for under 16s**
*NB*, March 2010, No 51, p20-22

Discusses young people under 16 with guide dogs since the lower age limit was removed.

Underwood, Sarah

**Big freeze**
*NB*, February 2011, No 62, p16-18

Discusses some of the particular difficulties experienced by visually impaired people in maintaining mobility and independence during periods of adverse weather conditions.

Thomas, Carol

**Silent vehicles: a cause for concern**
*NB*, February 2011, No 62, p24-27

Highlights the problems that very quiet electric and hybrid vehicles can cause to the safety of visually impaired people, where they rely on engine noise to indicate the presence and proximity of traffic. Research by Guide Dogs is discussed.

Bisson, Angie

**What I do: Angie Bisson, mobility and independence specialist in education**
*NB*, May 2011, No 65, p24-27

Talks about how mobility and independence skills are delivered at the Royal Blind School Edinburgh.

Viet, Le Dan Bach

**40 years of O&M: the journey to independence for people with visual impairment in Vietnam**

Looks at the history and current practices of orientation and mobility in Vietnam.

Avery, Robert

**Future of training in mobility and orientation in the UK**

Looks at the training of orientation and mobility professionals in the UK.
Articles ♦ Visual Impairment: Mobility

Mittal, A K
Orientation and mobility practices in India
An overview of orientation and mobility practice in India.

Mobility the hard way (Parent’s column)
A parent’s experience of wheelchair mobility issues for a young person with a visual impairment.

Pavey, Sue
Exploring the mobility and independence needs of children with visual impairment in the UK: the Steps to Independence project
The Educator, July 2006, Vol XIX (1), p7-16
A one year research project to investigate mobility and independence education for children in mainstream education.

Picado Segura, José Nery
Spatial intelligence: the art of adapting the surroundings and their permanent changes to be able to move around safely and successfully
Includes tips on how to help students develop their spacial awareness and mobility skills.

Thornicroft, Mike
Mobility and orientation training and assessment
Visability, Summer 1997, No 20, p13-17
Describes the assessment procedure of a child for mobility training and gives case study examples of how mobility training has helped two young people in particular.

Aplin, Geoff
Moving with the times
Visability, Summer 1997, No 20, p5-7
An approach to teaching mobility skills to visually impaired children.

Lockett, Steve
Mobility in mainstream education
Visability, Summer 1997, No 20, p9-10
Emphasises the importance of mobility training as a foundation for integration and to enable full access to the curriculum.
Buckland, Jennie
**Improving body awareness**
*Visability*, Autumn 2004, No 42, p10-12
Exercises working on strength, posture and flexibility have had a significant impact on the self image of one teenager with a visual impairment, and led to increased spatial awareness, mobility skills and independence.

Lowry, Susan Shier
**Defined spaces**
*Visability*, Autumn 2004, No 42, p5-7
Explores an early orientation and mobility strategy for infancy and beyond.

McLaughlin, Martin
**Way to go!**
*Visability*, Autumn 2004, No 42, p7-9
Considers a number of approaches when teaching visually impaired children how to use public transport independently.

MoBIC: an aid to increase the independent mobility of blind travellers

Tactile audio tools for graphicity and mobility “A circle is either a circle or it is not a circle”

Technical assessment of software usability with reference to screen readers for the Graphical User Interface (GUI)

Comparison between reading from paper and computer screen by children with a visual impairment

Teaching internet skills to pupils with a severe visual impairment

Accessibility assistance for visually-impaired people in digital texts

Shows how the development of visually impaired children can be guided by using knowledge of the perceptual and cognitive processes available to them.

Describes a system of electronic aids to assist mobility for people who are visually impaired from planning a journey through to arriving at their destination.

Looks at some computer programs designed to create useful tactile graphics.

Looks at assistive technology and how it copes with graphical user interfaces such as Windows as opposed to character based interfaces such as DOS.

Report on experiments to determine what differences were experienced by children with low vision reading from a computer screen and paper.

An account of the planning, design, implementation and evaluation of a teaching programme to enable access and use of the web as part of the curriculum for pupils of the Royal Blind School, Edinburgh.

Looks at how effectively visually impaired children handle electronic texts, including issues surrounding colour/contrast font size and glare.
Reading virtual maps with a haptic mouse: effects of some modifications of the tactile and audio-tactile information


Describes experiments with a haptic mouse to aid reading virtual maps.

Empirical approach on the design of tactile maps and diagrams: the cognitive tactualisation approach


Describes three studies into design issues surrounding tactile map-making.

Full-screen magnification on a budget: using a hardware-based multi-display graphics card as a screen magnifier


Use of generally available technology to provide screen magnifiers in schools. Also describes the use of multiple monitors.

Role of the WHO ICF as a framework to interpret barriers and to inclusion: visually impaired people's views and experiences of personal computers


Describes how the WHO's International Classification of Functioning, Disability and Health (ICF) was used as a framework for a survey about visually impaired people's use of computers.

Auditory discriminations of typographic attributes of documents by students with blindness


Discusses how typographic conventions such as bold text, italics and bullet points can be expressed in text-to-speech conversions.

Agile and cost-effective ultrasonic module for people with visual impairment using a headphone jack: Implications for enhancing mobility aids


Engineers have adapted ubiquitous technology of mobile devices and headphone inputs to offer a solution for people with visual impairments to navigate their environment.

Listening at speed


For visually impaired people who use audio recordings to study can benefit from speeding up the recording to reduce the time it takes to listen to the information. Technological applications and comprehension of the resulting recordings are discussed.
Bell, Ian

**It's good to talk ...**

*Eye Contact*, Spring 1996, No 14, p25-27

Describes facilitating communication through the use of technology, such as switches, with children who have multiple disabilities.

MacEwan, Katriona

**Radio resource for the classroom**

*Eye Contact*, Spring 2005, No 41, p13-15

Using radio storytelling to stimulate children's listening skills.

Walter, Richard

**Using ICT to develop literacy skills with students who have complex learning difficulties**

*Eye Contact*, Spring 2005, No 41, p5-7

Using technology to access learning for children who have a variety of disabilities including sensory impairments.

Tiresias

**Guidelines for the design of accessible information and communication technology systems**


These guidelines are intended for designers of information and communication technology (ICT) systems.

Lumley, Peter

**Braille, buns and stink bombs**


Follow-up on a young girl making progress with Braille and beginning to use a computer.

Farnsworth, Adrian

**Whiteboard access**


Outlines strategies for improving the accessibility of whiteboards for children with visual impairments.

Kahlon, Gurjit

**Learning platforms: opportunities for all?**


Learning platforms (generic term for a range of web-based applications: e-mail, webpages, message boards, web conferencing etc) are explored for accessibility for children with visual impairments.
Hardisty, Jon  
**Hide and seek: finding accessible electronic books for blind and partially sighted children**  
Discusses the issues surrounding electronic books for visually impaired children.

Hubbard, Linda  
**Touch typing for tinies! an update**  
An update on the progress of pupils who were introduced to touch typing from 4 years old. Original article: *Insight* No 4, p42-44.

Jennings, Julie  
**ICT in the early years**  
Discusses the place of ICT in the early years.

Wells, Pete  
**“Horrible” stories for teenagers**  
*Insight*, Mar/Apr 2006, No 2, p36-38  
Using sensory stories and technology to encourage literacy in children who have multiple disabilities. http://www.petewells.co.uk

McNaught, Alistair  
**Assistive technology that doesn’t cost the earth**  
Goes through some of the options when trying to decide when existing technology can be adjusted or when specialist equipment and software is required for people with special requirements.

McNaught, Alistair  
**Assistive technology that doesn’t cost the earth**  
*Insight*, Sep/Oct 2010, No 29, p29-31  
Advice on how young people with sight problems can use technology at home and in the classroom.

Parr, Amanda  
**Achieving the Duke of Edinburgh’s award**  
Sixth formers at Rushton School have taken up the challenge of taking part in the Duke of Edinburgh award. This article discusses their strategies and achievements.
Spong, Andy
**Searching the internet using Jaws**
*Insight*, May/June 2006, No 3, p18-20
Explores using Wikipedia with students who are visually impaired.

Cuthbertson, Jamie
"If I can't read it, I can't learn it" a DAISY pilot project
*Insight*, May/June 2006, No 3, p36-39
Report on a pilot project to test out DAISY technology in educational settings.

Longhorn, Flo
**Using iPads for “learning to look”**
*Insight*, March/April 2012, No 38, p28-29
A short item on apps for visual attention, visual tracking & scanning and motivators.

Lunt, David & Blaikie, Andrew
**Children’s eye conditions and use of technology**
*Insight*, March/April 2012, No 38, p41-42
Looks at how different eye conditions can affect how children are able to use technology.

Bobnar, Amber
**Got a new iPad? Read this!**
*Insight*, Jul/Aug 2012, No 40, p26-29
A beginner's guide to useful features on the iPad for children who are blind and partially sighted.

Olma, John
**iPad inspiration**
*Insight*, Nov/Dec 2012, No 42, p36-37
One specialist teacher describes his experience of using the iPad with visually impaired children.

McNaught, Alistair
**Creating accessible content: the Xerte Toolkits approach**
*Insight*, May/June 2013, No 45, p36-37
Describes a new tool for creating accessible interactive web content in HTML5.
McDonald, Mary

**Keep taking the tablets?**

*Insight*, May/June 2013, No 45, p38-39

Round up of the latest research on use of iPads by visually impaired children in schools.

James, Anna & Ashby, Liz

**Finding the right technology**

*Insight*, Jul/Aug 2013, No 46, p36-37

Exploring technology options for a child who has a visual impairment and motor difficulties.

We are digital!

*Insight*, Mar/Apr 2014, No 50, p10-11

A group of young adults with VI talk about their favourite apps and gadgets.

Minto, Hector

**Eyegaze, eyetracking and visual stimulation**

*Insight*, Mar/Apr 2014, No 50, p20-23

Describes what eyegaze technology is and how can be used with children with complex needs who also have visual impairment.

Griffiths, Steve

**What's in a voice?**


Looks at the issues associated with synthesised computer voices.

Mioduser, David; Lahav, Orly; Nachmias, Rafi

**Using computers to teach remedial spelling to a student with low vision: a case study**


A study of the use of a diagnostic and remedial computer tool designed to help partially sighted students improve their spelling.

Huddy, Hugh

**Changing the way we think about print**

*NB*, Jul 2008, No 31, p26-29

Describes how people can ensure that electronic versions of print documents can be optimised for accessibility.
Articles ★ Visual Impairment: Technology

Gill, John
Day in the life of scientist Dr John Gill
NB, Nov 2008, No 35, p43-45
Article on the chief scientist for the RNIB.

Taylor, David
How braille is surviving the computer age
NB, Jan 2009, No 37, p30-32
Looks at the ways in which braille is responding to and benefiting from developments in technology.

Cryer, Heather
Curling up with an eBook
NB, Apr 2009, No 40, p30-33
Looks at the accessibility of electronic books.

Tyler, Steve
Releasing the music: new ways of listening and the accessibility challenge
NB, Nov 2009, No 47, p28-31
Looks at the problem of converting a music collection to a digital format and keeping it organised.

Risdon, James
Louis Braille: braille music technology
NB, Dec 2009, No 48, p30-33
A look at technology available to blind musicians for converting music into Braille.

Hebbes, Sarah
Access and ebooks: read all about it
NB, March 2010, No 51, p23-25
Looks at the latest technology for electronic books and how they can be used by people with visual impairments.

Ogilvie, Eleanor
Fish, fluff and Doc Martens boots
NB, March 2010, No 51, p26-28
New training for eye care professionals working with people who have learning disabilities.
Cooper, Andrea

**Few of my favourite things ... with Andrea Cooper**

*NB*, March 2010, No 51, p42-44

One of the first of the young people who were trained to use guide dogs talks about her eye condition and the equipment she uses at University. See also page 20 for story on Guide dogs training.

Chesworth, Scott

**Cue the music**

*NB*, July 2010, No 55, p39-41

New developments in technology which may help visually impaired people access music production equipment and software.

Griffiths, Steve

**Touch screen accessibility**

*NB*, November 2010, No 59, p40-42

Looks at the improved accessibility which is possible for the increasingly prevalent touch screen technology such as in new mobile phones and tablet computers.

Griffiths, Steve

**Web accessibility**

*NB*, December 2010, No 60, p39-41

Discusses a new British Standard for web accessibility (BS 8878).

Dodgson, Andrew ... [et al]

**Working life: what technology means to me**

*NB*, June 2011, No 66, p32-35

Four eye health and sight loss professionals talk about technology which is essential to their work.

Cain, Sally

**Making online services accessible**

*NB*, March 2012, No 75, p41-43

A project to offer advice and information to online companies to help make sure they are fully accessible to visually impaired customers.

Cain, Sally & Griffiths, Steve

**Glimpse into the future**

*NB*, April 2012, No 76, p40-43

A report on issues raised at an annual conference about technology for disabled people including HTML 5, cloud technology, mobile technology and social media.
Connolly, Phillip  
**Switch on to sight loss**  
*NB*, August 2012, No 80, p35-37  
People with sight loss are not just benefiting from advances in technology, they are creating it. Looks at current directions in technology which are beneficial for or inclusive of visually impaired users.

Griffiths, Steve  
**Taste for Android**  
*NB*, October 2012, No 82, p27-29  
Looks at the Android side of the mobile technology market.

Griffiths, Steve  
**Looking through the window**  
*NB*, December 2012, No 84, p38-39  
A guided tour of Windows 8 and the new Microsoft tablet and how it benefits users with visual impairments.

Griffiths, Steve  
**Look who's talking**  
*NB*, July/August 2013, No 87, p42-43  
Investigates the pros and cons of voice recognition particularly with mobile technology.

Wilson, Claire; Whittle, Tom; Williamson, Nick  
**Moon for the twenty-first century**  

Carey, Kevin  
**Bridging the widening gap**  
*New Beacon*, July/August 2003, Vol 87 (1021), p26-29  
Review of technological progress on the 10th anniversary of the first website with special regard to visually impaired users.

Whitney, Gill  
**Orientation devices**  
*Visibility*, Autumn 1997, No 21, p27-28  
Description of recent technical developments to help visually impaired people find features within their environments for improved mobility.
Articles ✿ Visual Impairment: Technology

McGhie, Catherine
Changing times
*Visability*, Spring 1998, No 22, p32-34
A review of technology available to visually impaired pupils in the 1990s.

Griffiths, Steve
What is access technology?
A rundown of the types of technology available to provide accessibility for visually impaired people.

Allen, Tony
Technology in schools
*Visability*, Spring 1998, No 22, p7-9
Describes a computer facility for visually impaired pupils in one school.

Cavanagh, Jean
Touch-typing: raising literacy standards and much more …
*Visability*, Autumn 1998, No 24, p18-21
Describes a successful project to teach visually impaired children to touch-type.

Tobin, Michael J & Hill, Eileen
Ataxia Telangiectasia, visual disability, and the role of information and communication technology
Looks at the possibilities for using technology to help children with Ataxia Telangiectasia.

Buultjens, Marianna & Todd, Neil
Technology for transition
*Visability*, Summer 1999, No 26, p29-32
Explores how technology can smooth the path of transition from primary to secondary school. Includes case studies.

Brown, Norman
CCTV microscope and its uses
Describes uses for a CCTV microscope for both sighted and visually impaired pupils.

Scottish Sensory Centre
Churchward, Jane  
**Inclusion and independence in the classroom (adaptive software)**  
*Visability*, Summer 2001, No 32, p11-13  
Dolphin reports teacher's and pupils reactions to using their Supernova adaptive software in the classroom.

Farnworth, Adrian & Lumley, Peter  
**Tactile graphics: their production and interpretation**  
*Visability*, Summer 2001, No 32, p13-16  
General advice on using computers and swell paper to produce meaningful tactile graphics.

**Focus on: Technology**  
*Visability*, Summer 2001, No 32, Whole issue  
Articles: Pupil viewpoint; School assessment; Access technology; Student success with palmtop computers; and Why is technology important in an inclusive setting?
Articles ★ Dual/Multisensory Impairments

Rowland, Charity & Schweigert, Philip
Assessment and instruction of hands-on problem solving and object interaction skills in children who are deafblind
Looks at assessment procedures which are suitable to use with deafblind children to explore their object interaction skills (eg opening doors, using light switches, etc).

Bodsworth, Sarah M; Clare, Isabel C H; Simblett, Sara K
Deafblindness and mental health: psychological distress and unmet need among adults with dual sensory impairment
A self-report survey was sent to members of Deafblind UK to ascertain whether the participants experienced psychological distress and how well it was supported.

Bloeming-Wolbrink, Kitty A ... [et al]
Stress in adults with congenital deafblindness and an intellectual disability: information from their cortisol curves
The study measured cortisol levels in Deafblind adults over a period to assess the levels of stress experienced.

Côté, Lise; Dubé, Micheline; St-Onge, Myrielle; Beauregard, Line
Helping persons with Usher syndrome type II adapt to deafblindness: an intervention program centered on managing personal goals
Looks at the efficacy of a group-based intervention to help people with Usher syndrome which is characterised by moderate to severe deafness at birth with degeneration of vision during adolescence.

Wittich, Walter ... [et al]
What’s in a name: Dual sensory impairment or deafblindness?
There are several terms that have not yet been well established or defined, such as deafblindness, dual sensory loss, or combined vision and hearing impairment. Depending on the context (eg, children, adults) or the user (eg, educators, clinicians), these terms are sometimes used interchangeably. This research seeks to harmonise the

Whibley, Sheila
Being an intervenor
Eye Contact, Autumn 1999, No 25, p7-9
An intervenor talks about her role supporting children with sensory impairments.

Hodges, Liz
Living with changing senses
Insight, Sept/Oct 2007, No 11, p12-14
Looks at how individuals react to the progression of Usher syndrome.
Hersh, Marion

**Deafblind people, communication, independence, and isolation**

*Journal of Deaf Studies and Deaf Education*, October 2013, Vol 18 (4), p446-463

Discusses issues related to communication, independence, and isolation for a group of deaf people from different countries who also have visual impairments. The similarities in travel-related experiences between countries were stronger than the differences. In particular, barriers to communication and inadequate support, with

Murdoch, Heather

**Development of infants who are deaf-blind: a case study**


Looks at how deafblind children may achieve developmental 'milestones' differently from their sighted peers and not simply delayed.

McGee, Anna

**Undertaking evidence-based research into dual sensory impairment**

*NB*, September 2011, No 69, p24-27

Sense's head of research discusses their strategy to increase research into dual sensory impairment.

Yeates, Pippa

**Hello, my name is Pippa (CHARGE)**

*Talking Sense*, Summer 2014, p36-37

Outlines two new research studies of people with Usher.

Butler, Sarah

**Challenging behaviour: wouldn't you?**


Practical approaches to challenging behaviour in deafblind people.

Butler, Sarah

**Empowerment: taking charge, making plans**


Shows several case studies of deafblind people with learning difficulties who are being given opportunities to participate in their local communities and live more independent and fulfilled lives.

Butler, Sarah

**Personal-professional relationships: searching for the right balance**


Discusses the delicate balance between the emotional aspect of providing care for deafblind people and maintaining a professional relationship.
Wolf, Francesca
**Make your move**
Explores the challenges and rewards for young people with Usher as they move into adulthood and offers some guidance about getting the best out of the opportunities available.

Saltness, Hege & Endresen, Aase
**Reaching for a voice**
_Talking Sense_, Spring 2010, Vol 57 (1), p31-33
Follows a congenitally deafblind man who also has bipolar tendencies and an obsessive and compulsive disorder. His lack of communication options are explored as a contributing factor to his problems.

Chitty, Antonia & Dawson, Victoria
**Staying together**
Looks at how parents of children with additional needs will often face difficulties in their relationship and how they can improve their chances of staying a couple.

Volden, Maj & Saltnes, Hege
**Norway's new ways with mental health**
Describes the work of a Norwegian centre who offer specialist support for people who are deaf or deafblind who are experiencing mental health problems.

Fässler, Shannon
**Shannon's story**
_Talking Sense_, Summer 2010, Vol 57 (2), p40-42
Describes the ways in which a teenager has coped with the quick onset of Usher syndrome which began when she was 11.

Anderson, Colin
**Choosing a healthy life**
Looks at the issues faced by deafblind people in trying to pursue a healthy lifestyle.

Krijger, Femke
**Healing touch**
Discusses the benefits of massage and relaxation for people with acquired deafblindness.
Butler, S J
21st century CHARGE
Report from a conference held in March 2011. People with CHARGE, professionals and parents gathered to discuss the issues for children and people with CHARGE syndrome.

Miller, Sarah & Clare, Isabel
Deafblindness and mental distress
Research that confirms that deafblind people are 3 times more likely to suffer from mental distress than the general population.
**Peltokorpi, Sini & Huttunen, Kerttu**

**Communication in the early stage of language development in children with CHARGE syndrome**


Children with CHARGE syndrome are assessed for communication levels and interventions are discussed.

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**Janssen, Marleen J ... [et al]**

**Measuring sustained interaction in adults with deafblindness and multiple disabilities: development of an observational coding system**


Study of deafblind adults who have additional disabilities and their interactions with carers etc. Uses video to analyse sustained and broken communication patterns.

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**Dammeyer, Jesper & Larsen, Flemming Ask**

**Communication and language profiles of children with congenital deafblindness**


A study of modes of communication and level of language acquisition for 71 children who were born deafblind.

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**Waite, Laura**

**I still can’t understand** assisting people with learning disabilities with sight and hearing problems to access information

*Focus*, January 2006, No 43, p9-16

Advice for people working with people who have learning disabilities and who also may be deaf and/or visually impaired to improve their access to diagnosis and information.

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**Dammeyer, Jesper**

**Congenitally deafblind children and cochlear implants: effects on communication**


A study of the benefits of cochlear implants in children who are deafblind.

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**Damen, Saskia**

**Stimulating intersubjective communication in an adult with deafblindness: a single-case experiment**


Case study of a young person who is deafblind and has learning disabilities. Study looked at how the young person perceived himself and others and how this affects communication.

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**Damen, Saskia; Janssen, Marleen J; Ruijssenaars, Wied A J M; Schuengel, Carlo**

**Intersubjectivity effects of the high-quality communication intervention in people with deafblindness**


Intersubjectivity, the awareness of self and other, has an effect on the communication skills of people who are deafblind.
Engleman, Melissa Darrow; Griffin, Harold C; Wheeler, Linda

Deaf-blindness and communication: practical knowledge and strategies
Reviews interventions for helping children who are deaf-blind acquire and use communication skills.

Cameron, Lynne

Guide-communicator scheme
*NB*, Nov 2009, No 47, p32-35
Describes Kent Association for the Blind's Guide-Communicator service for Deafblind people.

van Hedel-van Grinsven, Ria

Communication and language development in a child with severe visual and auditory impairments: a case study and discussion of multiple modalities
*RE:view*, Summer 1989, Vol 21 (2) p61-69
Case study of a boy with severe hearing loss and low vision plus some motor problems. Oral approaches were used along with some fingerspelling.

Hodges, Liz

Listening to the child's voice
Describes a process that can help those working with children with very limited communication to understand their choices and preferences.

Anderson, Colin

Conversation with Daniel
Assessment and communication with a child who has limited sight and hearing.
Ingraham, Cynthia L & Andrews, Jean F
**Hands and reading: What deafblind adult readers tell us**
Study of three deafblind adults who read successfully to analyse their different strategies for reading.

McLarty, Marian
**Learning through real experience**
*Deafblind Education*, Jan-Jun 1991, No 7, p10-13
The headteacher at Carnbooth School describes approaches to teaching deafblind students via real experiences.

Webber, Deborah
**Something special**
*Insight*, May/June 2013, No 45, p
Interview with Allan Johnston who is the producer of the CBeebies programme “Something special” with Mr Tumble.

Venn, John J & Wadler, Frank
**Maximizing the independence of deaf-blind teenagers**
Looks at a programme designed to improve the independence of teenagers with multiple disabilities and visual impairment or who are deafblind.

MacFarland, Stephanie Z C
**Teaching strategies of the van Dijk curricular approach**
Describes the van Dijk curricular approach to teaching deafblind pupils.

Luiselli, Tracy Evans; Luiselli, James K; DeCaluwe, Susan M; Jacobs, Lisa A
**Inclusive education of young children with deaf-blindness: a technical assistance model**
Discusses a model for providing assistance to inclusive education programmes for young children who are deafblind.

Mar, Harvey H & Sall, Nancy
**Enhancing social opportunities and relationships of children who are deaf-blind**
A study of intervention programmes to increase the social integration of three children who are deafblind, aged 7-10.

Scottish Sensory Centre
Sall, Nancy & Mar, Harvey H

In the community of a classroom: inclusive education of a student with deaf-blindness
A case-study of an inclusive education programme for a student who is deafblind.

Goetz, Lori & O'Farrell, Nora

Connections: facilitating social supports for students with deaf-blindness in general education classrooms
Describes a three-component package to facilitate social supports for students who are deafblind in mainstream education.

Butler, S J

Life change
Talking Sense, Winter 2019, p14-17
Many parents and young people find puberty a challenging and daunting time especially combined with sensory and other disabilities. This article outlines steps parents can take to help their children.

Harman, Sheri & Foster, Jon

How do I want to live?
Talking Sense, Spring 2014, p18-19
A report from a meeting of young people talking about the issues they find most challenging about the transition to adulthood: relationships, employment and where to live.

Todd, Hilary

Let's fall in love
Talking Sense, Summer 2012, p20-28
This article discusses the tricky issues of sex for people who are deafblind. Staff of SENSE residences and centres highlight some of the common problems and offer some approaches to solving them.

Butler, SJ

Leaving home: a fresh new start
Talking Sense, Winter 2012, p22-29
Shares the experience of three young deafblind people who are starting out their adult lives away from home.

Osundwa, Edwin

First deafblind curriculum in Kenya
Talking Sense, Summer 2013, p26-27
Briefly describes a new deafblind curriculum for Kenya and the background to developing it.
Butler, S J
Take your time, talk to me
Talking Sense, Summer 2013, p28-35
Looks at the experiences of deafblind children in hospitals and what can be done to make it better.

Butler, S J
You've got a ramp, what more do you want?
Talking Sense, Spring 2014, p32-33
A fresh look at what accessibility should mean.

Girma, Haben
Can I really do it?
Talking Sense, Spring 2014, p34-35
First deafblind student to graduate from Harvard Law School talks about how she overcame her own doubts and other barriers to achieve what she wanted.

Mairs, Kate
Climbing the wall
Talking Sense, Spring 2013, p34-35
Describes a programme of climbing sessions for deafblind people in the Midlands.

Get set, sail
Talking Sense, Summer 2013, p36-37
Looks at the value of sailing as an activity for deafblind people.

Ellis, Liz; Hodges, Liz; Tadesse, Yemi
Life and change with Usher; and the Usher information and research survey
Talking Sense, Spring 2014, p42-47
Outlines two new research studies of people with Usher.

Brotherdale, Nicola
Bridge to Archie
How to make the school experience meaningful for multi-sensory impaired children.
Bozic, Heather

**New curriculum (MSI)**


A teacher describes a new formalised curriculum for children with multisensory impairments that has been developed in a Birmingham special school.

Gibbons, Patricia

**Learning from Samir**


As he prepares to move on to secondary, a mainstream primary school reflects on the positive effects of having a deafblind pupil in the school.

Peters, Jane

**Low incidence, special skills**


Describes a 7-day practice-focused course for staff working with children with multisensory impairment.

Butler, S J

**Transition: a new journey begins**


Looks at transition issues for people with multisensory impairments. Includes some personal stories.

Murdoch, Heather

**Dramatic dialogue**


Teachers use drama sessions to explore scenarios which can contribute to resilience and develop decision-making skills in children with multi-sensory impairments.

Murdoch, Heather & McMinn, Rosie

**Rhythm of learning**


Looks at the part played by music and rhythm within the MSI curriculum at Victoria School MSI Unit.

Coleman, Cathy

**Let the sun shine**


School leaver James has many difficulties and his mum Cathy describes their search for a suitable placement.
Murdoch, Heather & McLinden, Annick

Art of learning


Looks at the part played by art, design and technology within the MSI curriculum at Victoria School MSI Unit.

Butler, Sarah

I choose ... supported housing


Discusses the role supported living has to play in enriching the lives of people who are deafblind and describes the transition from the family home.

Butler, S J

One-on-one


Looks at the role of intervenors in the lives of deafblind people. Intervenors assist in communication with deafblind children and adults so that they can interact with the rest of the world.

Gibson, Joe

Great outdoors


Describes the theory behind positive benefits of outdoor activities for deafblind people and practical examples of using the outdoors for enjoyment and therapy.
Identification of congenital deafblindness


Study of CHARGE Syndrome in the UK

A report on findings of a questionnaire completed by families living in the UK with a child (aged 15 or younger) who has been diagnosed with CHARGE syndrome. The first section of the questionnaire deals with Diagnosis and is the focus of this report.

Physical and psychological health, social trust, and financial situation for persons with Usher syndrome type 1

A study of people with Usher and their experience of social exclusion and the effect it has on their mental and physical health.

Aetiologies of acquired deafblindness in a national sample

A study of the causes of acquired deafblindness in people over 50 in Denmark.

Growing up with hearing and sight loss

Tips on how to recognise the signs of Usher Syndrome.

Retinitis Pigmentosa and progressive hearing loss

An overview of Usher syndrome.

Alström syndrome

A condition which first affects vision followed by other symptoms. It can be difficult to diagnose as it is a rare condition which is not widely recognised by specialists.
Holmström, Radhika

**Deafblindness**

*NB*, Feb 2010, No 50, p38-41

Outlines the current common causes and manifestation of deafblindness in the UK.

Ozgur, Bente Ramsing

**Essential problems of children and young people with acquired deafblindness**

*NUD News Bulletin*, 2008, No 1/08, p 18-21

Looks specifically at the consequences of sensory integration problems experienced by some children with Usher Syndrome (type 1).

Dammeyer, Jesper

**Children with deafblindness: difficult differential diagnostics between sensory loss, autism and mental retardation**

*NUD News Bulletin*, 2008, No 1/08, p 4-9

Discusses the problems in identifying conditions such as autism or learning disabilities in children who are deafblind.

Moosajee, Mariya & Webster, Andrew

**New horizons in Usher research**

*Talking Sense*, Winter 2017, p28-29

Article on a medical update on Usher syndrome, based on the video link: https://vimeo.com/238404158

Powell, Heather; McCarthy, Stephen; Boothroyd, Eileen

**Getting a result**

*Talking Sense*, Winter 2017, p28-29

Introduces a new pack to help parents and young people with multi-sensory impairments move into adulthood.

Jagger, Dan

**Alström syndrome**


Factfile on this condition which includes multi-sensory impairment.
Many children with disabilities have sleep problems which can be a real problem for parents to cope with. This article discusses the issue, gives real life examples and offers advice.
Gawlinski, Jean

*How do we safeguard children with special needs? Questions and answers from an experienced practitioner*

*Insight*, Nov/Dec 2006, No 6, p10-14

Looks at the special issues surrounding child protection for children who have special needs.
Ketteringham, Angela  
**Listening to other learners' voices**  
*Insight*, Jul/Aug 2010, No 28, p18-20

RNIB College Loughborough describes its inclusive approach to the annual learner survey to ensure that all learners were able to respond in a way that was most accessible to them.
Smart, Melanie

*Transition planning and the needs of young people and their carers: the alumni project*


Small scale survey of parents to find out how transition from residential special school works in practice. It looked at how much and how well parents and the young people themselves were involved in the transition process.

Brickell, Diana

*Inclusion: a special school governor's view*


Personal view of the progress made and the work still required to make inclusion work.

Pease, Laura

*Curriculum success for learners with complex needs*

*Insight*, Jan/Feb 2008, No 13, p10-13

Discusses the personalised curricula created for learners in Whitefield School.

Hobbs, Val; How, Ros; Lloyd, Jo

*Alternative curriculum, An*

*Insight*, Nov/Dec 2006, No 6, p31-33

Describes a curriculum for pupils who have profound and multiple learning difficulties and complex medical needs.

Whitburn, Julia

*Tail of two systems (A "Special Children" pull-out supplement)*

*Special Children*, May 2000, No 129

Looks at how the philosophy of European schools seems to minimise low achievement and describes a project in London which is replicating the Swiss model. Mathematics is highlighted to describe the model.
Articles  ●  Additional Support Needs: Medical

Health and wellbeing: sleep special
Insight, Nov/Dec 2007, No 12, p36-40
Several short articles on sleep problems for children with disabilities.

Murray, James; MacDonald, Raymond; Levenson, Victor L
Sexuality: policies, beliefs and practice
A survey of staff who work with people with learning disabilities to find out their attitudes and approaches to the sexuality issues of their clients.
Pagliano, Paul
**Multi-sensory environment: an open-minded space**
Staff at an Australian special school look at the usage of a multisensory environment in the school.

Pinkney, Lesley
**Multisensory environments**
*Eye Contact*, Autumn 2001, No 31, p24-26
Multi-sensory environments can enable children with multiple disabilities to explore their sensory awareness and allow teachers to evaluate performance and development.

Coleman, Mike
**Creating your own multisensory environment**
*Eye Contact*, Spring 2002, No 32, p31-32
Tips for people interested in making a sensory environment in their homes.

Hirstwood, Richard
**Communication in multi-sensory rooms**
*Focus*, Feb 1998, No 23, p20-31
Discusses communication options within the multisensory room.

Kewin, Joe
**Snoezelen: the reasons and the method**
An extract from the book "Sensations and disability" by Joe Kewin & Roger Hutchinson. Looks at the reasons why you might use sensory environments with people who have multiple disabilities.

Gledhill, Kate
**Life experience packages (LEPs)**
An occupational therapist describes creating an experience for a group of adults with MDVI attending a day centre such as simulating a spa day.

Ockelford, Adam
**Sounds of intent**
This project was set up to see how children with profound and learning difficulties (PMLD), severe learning disabilities (SLD) and visual impairment engage with music and how their musical abilities and interests evolve over time.

Scottish Sensory Centre
Longhorn, Flo
Parachute play from Flo Longhorn
Ideas for incorporating parachutes into play sessions with children with MDVI. Parachutes can be purchased or made.

Pagliano, Paul
Where next for multisensory environments?
*Insight*, Jul/Aug 2007, No 10, p36-38
Considers the state of current research into the use of multisensory environments with children.

Pagliano, Paul & Cook, James
Understanding and using multisensory environments
*Insight*, Sept/Oct 2007, No 11, p30-31
Puts forward a working definition of MSEs and how they can be used to build on the brain's ability to repair itself.

Pagliano, Paul
Pleasure, happiness and learning in the multisensory environment
*Insight*, Nov/Dec 2007, No 12, p32-33
The last of three articles by the author on the enjoyment factor of multisensory environments and the positive effect this has on learning.

McDonald, Suzy & Bell, Judy
Enjoying time together
*Insight*, Jan/Feb 2008, No 13, p27-29
Highlights specialist play centres with multisensory play for families and school groups.

Redding, Helen
Stimulate the senses
*Special!*, Summer 1999, p16-19
Advice on setting up a sensory room at school.
Jarrett, Christian

Why do children hide by covering their eyes?

*Insight*, May/June 2013, No 45, p34-35

Looks at the crucial role of eye contact in children who are under 5 years old.