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D: General

Jones, Liz

**Being deaf is who I am**

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.

Lagnado, Alice

**Feeling good**

Looks at why deaf people seem to experience more mental health problems than hearing people.

Swinbourne, Charlie

**How was your day at the office?**

Looks at how well office life works out for people with hearing loss and how to tackle the professional and social pitfalls.

Morgan, Ann & Vernon, McCay

**Guide to the diagnosis of learning disabilities in deaf and hard of hearing children and adults**

Suggests guidelines and tests to be used to identify learning disabilities in deaf children and adults.

Moeller, Mary Pat & Schick, Brenda

**Relations between maternal input and theory of mind understanding in deaf children**

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.

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.
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.

Keating, Elizabeth & Mirus, Gene
Signing in the car: some issues in language and context
Discusses the impact of context on language, specifically the constraints and adaptations required for communicating whilst driving or as a passenger.

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.

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.

Padden-Duncan, Tessa
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.

Power, Des
Deafness in Irish newspapers 1986-2005
*Deaf Worlds*, 2006, Vol 22 (2), p1-19
A review of the representation of deaf people in Irish newspapers.
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.

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.

Cambra, Cristina

**Feelings and emotions in deaf adolescents**


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

Cornes, Andrew J & Brown, P Margaret

**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.

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

**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.

Poon, Brenda T & Simmons, Noreen R

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


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

Remine, Maria D; Care, Esther; Grbic, Melissa

**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.
Articles  ♦  Deafness and Deaf Issues

Young, Alys; Green, Lorraine; Rogers, Katherine
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.

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.

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.

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.

Bauman, H-Dirksen L
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.

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.
Brown, P Margaret & Cornes, Andrew

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.

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.

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.

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.

de Bruin, Ed & Brugmans, Petra

*Psychotherapist and the sign language interpreter*


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

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

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


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

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.
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.

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.

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.

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.

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.

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.

Gutman, Virginia
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.
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.

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Hintermair, Manfred

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


A questionnaire study of concentrating on the self-esteem of deaf people.

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Hintermair, Manfred

**Sense of coherence: a relevant resource in the coping process of mothers of deaf and hard-of-hearing children?**


Looks at the general well-being of the mothers of children with hearing impairment.

---

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.

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Kushalnagar, Poorna … [et al]

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


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.

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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.

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Lukomski, Jennifer

**Deaf college students' perceptions of their socio-emotional adjustment**


Comparison of deaf and hearing students' self-assessment of their social and emotional wellbeing during transition from school to college.
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<tr>
<td>Family influences on the cognitive development of profoundly deaf children: exploring the effects of socioeconomic status and siblings</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>October 2013</td>
<td>Vol 18 (4)</td>
<td>p545-562</td>
<td>Evaluated the cognitive development of 48 profoundly deaf children from hearing families and relating it to family socioeconomic status and number of siblings.</td>
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<td>First information parents receive after UNHS detection of their baby’s hearing loss</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Fall 2012</td>
<td>Vol 17 (4)</td>
<td>p387-401</td>
<td>A Flemish study of the information given to parents at time of diagnosis and how this information reflects a service provider’s bias.</td>
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<td>Attachment representations of Deaf adults</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>
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<td>Contribution of perceived parental support to the career self-efficacy of deaf, hard-of-hearing, and hearing adolescents</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>July 2013</td>
<td>Vol 18 (3)</td>
<td>p329-343</td>
<td>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.</td>
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<td>Violent offenders in a deaf prison population</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Fall 2005</td>
<td>Vol 10 (4)</td>
<td>p417-425</td>
<td>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.</td>
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<td>Best practices in family-centered early intervention for children who are deaf or hard of hearing: an international consensus statement</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>October 2013</td>
<td>Vol 18 (4)</td>
<td>p429-445</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

Narr, Rachel Friedman & Kemmery, Megan
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.

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.

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.

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.

Pardo-Guizarro, María Jesús ... [et al]
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.

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.
Pinquart, Martin & Pfeiffer, Jens P

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.

Plotkin, Rachael M; Brice, Patrick J; Reesman, Jennifer H

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.

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.

Power, Des

Models of deafness: cochlear implants in the Australian daily press


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

Punch, Renée; Creed, Peter A; Hyde, Merv B

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.

Punch, Renée; Creed, Peter A; Hyde, Merv B

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.

Punch, Renee; Hyde, Merv; Power, Des

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

*Journal of Deaf Studies and Deaf Education*, Fall 2007, Vol 12 (4), p504-517

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

Representations of sound in American deaf literature


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

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.

Sieratzki, Jechil S & Woll, Bencie

Impact of maternal deafness on cradling laterality with deaf and hearing infants


A comparative study of deaf mothers cradling preferences for their deaf and/or hearing children.

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.

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.

Wallis, Delia; Musselman, Carol; MacKay, Sherri

Hearing mothers and their deaf children: the relationship between early, ongoing mode match and subsequent mental health functioning in


Explores the impact of communication choices on the mental health of deaf adolescents.

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.
Articles ★ Deafness and Deaf Issues

Alignment of single-case design (SCD) research with individuals who are deaf or hard of hearing with the what works clearinghouse standards for SCD research


Looks at the methodology for applying single case study methods to research involving deaf individuals.

Cochlear implants: the young people's perspective


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.

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.

Telehealth and the deaf: a comparison study


Use of telecommunications/video conferencing to deliver mental health care to deaf people.

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.

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.

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 parent of deaf children deal with the challenges posed by the hearing loss.
Articles ★ Deafness and Deaf Issues

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.

Daniels, Susan

How you are shaping the future!
NDCS Magazine, Spring 2011, No 24, p12-13

Some results from the NDCS family survey.

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.

Butler, Sarah

Out of sight, out of mind (In focus … mental health)
Talking Sense, Spring 2007, Vol 53 (1), p24-34

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.
D: Communication

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.

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

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.

Singleton, Jenny L & Newport, Elissa L
When learners surpass their models: the acquisition of American Sign Language from inconsistent input
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.

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.)

Brennan, Mary
Challenging linguistic exclusion in deaf education
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.

Brien, David; Brown, Richard; Collins, Judith
Some recommendations regarding the provision and organisation of British Sign Language/English interpreters in England, Scotland and Wales

Byrne-Dunne, Deirdre
Language acquisition of a deaf child in Ireland
Deaf Worlds, 2005, Vol 21 (2), p5104-5118
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.)

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.
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.

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.

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.

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.

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.

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.

Gresswell, Emilie

**How applicable to BSL are contemporary approaches to translation?**


Examines contemporary translation theories and their applicability to the translation of BSL into English.
Kyle, Jim
Living and learning bilingually: deaf experiences and possibilities
Describes how early language choices and educational policies affect the lifestyles of deaf people.

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.

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).

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.

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.

Napier, Jemina
Free your mind: the rest will follow
Explores the relationship between sign language interpreters and deaf people.

Napier, Jemina & Adam, Robert
Comparative linguistics analysis of BSL and Auslan interpreting
Gives a linguistic comparison of BSL and Auslan to establish the similarities and differences.
Pollitt, Kyra  
**On babies, bathwater and approaches to interpreting**  
*Deaf Worlds*, 2000, Vol 16 (2), p60-64  
Discusses the changing practices in interpreting.

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.

Turner, Graham  
**Regulation and responsibility: the relationship between interpreters and deaf people**  
Looks at how the professional relationships between interpreters and deaf clients are evolving and to what extent official policies guide this relationship.

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".

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.

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.

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.
**Articles ★ Deaf Communication**

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

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.

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.

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.

Scottish Sensory Centre
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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

Emery, Steven D
Citizenship and sign bilingualism: ‘... there is nothing wrong with being bilingual ... it’s a positive and fantastic thing!’
Looks at the emphasis in the curriculum for citizenship issues and relates this to sign bilingual pupils. Special Issue: Sign Language and Deaf Education.
Articles ➤ Deaf Communication

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.

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.)

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.

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.

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.

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).

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.
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<thead>
<tr>
<th>Author(s)</th>
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<tr>
<td>Hogan, Sarah; Stokes, Jacqueline; Weller, Isobel</td>
<td>Language outcomes for children of low income families enrolled in auditory verbal therapy</td>
<td><em>Deafness and Education International</em></td>
<td>December 2010, Vol 12 (4), p204-216</td>
<td>Funded to look at the effect that socio-economic status has on the efficacy of AV.</td>
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<td>Ingber, Sara &amp; Dromi, Esther</td>
<td>Demographics affecting parental expectations from early deaf intervention</td>
<td><em>Deafness and Education International</em></td>
<td>2009, Vol 11 (2), p83-111</td>
<td>Looks at the characteristics of the mothers of deaf children in relation to their expectations for early intervention.</td>
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<td>Jones, Lindsey</td>
<td>Developing deaf children’s conceptual understanding and scientific argumentation skills: a literature review</td>
<td><em>Deafness and Education International</em></td>
<td>Sept 2014, Vol 16 (3), p146-160</td>
<td>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.</td>
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</table>
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.

Koutsoubou, Maria; Herman, Rosalind; Woll, Bencie
Bilingual language profiles of deaf students: an analysis of the written narratives of three deaf writers with different language proficiencies

Looks at three deaf students' written literacy skills.

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.

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).

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.

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.

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.
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.

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.

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.

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.

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.

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.
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

Napier, Jemina; Leigh, Greg; Nann, Sharon

Teaching sign language to hearing parents of deaf children: an action research process
Australian study into the difficulties for parents learning sign language as an additional language.

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.

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.

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.

Ramirez Inscoe, 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.

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.
Rees, Rachel & Bladel, Judith
Looks at the use and effectiveness of cued speech with a boy who has a cochlear implant.

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.

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. Deafness and Education International, Mar 2014, Vol 16 (1), p37-58
Deaf children in an early years setting were introduced, using storytelling, to vocabulary relating to emotions.

Roos, Carin
Looks at how young children use fingerspelling within signing environments.

Simpson, Andrea ... [et al]
Review of the research into whether online and computer based interventions were useful in improving speech and language development in deaf children.

Swanwick, Ruth & Tsverik, Isabel
Looks at the role of sign language with children who have received cochlear implants. Special Issue: Sign Language and Deaf Education

Toe, Dianne; Beattie, Rod; Barr, Megan
Looks at the conversational skills of deaf children.
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<td>Tyler, Michael D ... [et al]</td>
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<td><em>Effect of caption rate on the comprehension of educational television programmes by deaf school students</em></td>
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<td>Looks at the reading comprehension of subtitles on educational programmes by deaf children.</td>
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| 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.  |

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

| Harris, Margaret; Clibbens, John; Chasin, Joan; Tibbits, Ruth  |
| *Social context of early sign language development*  |
| *First Language*, 1989, Vol 9, p81-97  |
| A study of deaf mothers teaching sign language to their deaf children aged between 7-20 months.  |

| Clibbens, J; Powell, G; Atkinson, E  |
| *Strategies for achieving joint attention when signing to children with down’s syndrome*  |
| Explores strategies for using sign language with children who have Down's syndrome.  |

| 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.  |
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.

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.

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

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.

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

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

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.

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.

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.

Abdel-Fattah, M A  
**Arabic sign language: a perspective**  
Looks at the development of Arabic sign languages which have recently been recognised and documented.

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.

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.

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.
Articles ♦ Deaf Communication

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.

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.

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.

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.

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.

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

Batten, Georgina; Oakes, Peter M; Alexander, Tim
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.

Scottish Sensory Centre
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.

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.

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.

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.

Berke, Michele

Reading books with young deaf children: strategies for mediating between American Sign Language and English
Looks at the techniques employed by deaf parents in shared reading with their children.

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.)

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.
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.

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.

Campbell, Ruth; MacSweeney, Mairéad; Waters, Dafydd
*Sign language and the brain: a review*
An exploration of the way the brain handles sign language information.

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.

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.

Chovaz, Cathy J
*Report of a deaf child with Tourette's disorder*
A case study of a deaf child who also has Tourette's to identify the effects of deafness on Tourette's.

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.
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.

Coppens, Karien M; Tellings, Agnes; Schreuder, Robert; Verhoeven, Ludo
Developing a structural model of reading: the role of hearing status in reading development over time
*Journal of Deaf Studies and Deaf Education*, October 2013, Vol 18 (4), p489-512
A study to develop a structural model of reading. Data from a 4-year longitudinal study of Dutch primary school children with and without hearing loss were used to conduct an exploratory analysis of how lexical components (ie, decoding skills, lexical decision, and lexical use) relate to one another and to reading comprehension.

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.

Cormier, Kearsy; Smith, Sandra; Sevcikova, Zed
Predicate structures, gesture, and simultaneity in the representation of action in British Sign Language: evidence from deaf children and adults
Compares BSL usage of deaf children with deaf adults.

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.

Crowe, Kathryn; McLeod, Sharynne; Ching, Teresa Y C
Cultural and linguistic diversity of 3-year-old children with hearing loss
*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p421-438
Data on the cultural, linguistic and demographic diversity of young deaf children is gathered in order to inform provision of services.

Daigle, Daniel; Berthiaume, Rachel; Demont, Elisabeth
Effect of task in deaf readers’ graphophonological processes: a longitudinal study
This article reports on an investigation of graphophonological processes in deaf readers of French over a 1-year period.
Dillon, Caitlin M; de Jong, Kenneth; Pisoni, David B
**Phonological awareness, reading skills, and vocabulary knowledge in children who use cochlear implants**
A study that compares children's phonological awareness with their reading skills and vocabulary.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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.
Articles ★ Deaf Communication

Figuera, Berta; Edwards, Lindsey; Langdon, Dawn

**Executive function and language in deaf children**

Looks at planning and problem solving skills in deaf children.

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.

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

**National perspective on teachers’ efficacy beliefs in deaf education**

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.

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.

Giezen, Marcel R; Baker, Anne E; Escudero, Paola

**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.

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.

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.
Articles | Deaf Communication

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).

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.

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.

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.

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.

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.

Hilton, Kristina; Jones, Fergal; Harmon, Sarah; Cropper, Jennifer

**Adolescents’ experiences of receiving and living with sequential cochlear implants: an interpretative phenomenological analysis**
*Journal of Deaf Studies and Deaf Education*, October 2013, Vol 18 (4), p513-531

Examines the experiences of young people who receive a second sequential cochlear implant (SCI), after only having had 1 cochlear implant (CI) for most of their lives. Eleven young people who had opted to receive an SCI were interviewed.

Scottish Sensory Centre
Parents' views on changes in their child's communication and linguistic and socioemotional development after cochlear implantation

Huttunen, Kerttu & Välimaa, Taina


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.

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

Hyde, Merv; Punch, Renée; Komesaroff, Linda


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

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

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


Looks at reasons for variable outcomes in using spoken language with children who have a cochlear implant.

Lexical frequency in sign languages

Johnston, Trevor


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.

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

Kanto, Laura; Huttunen, 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.

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

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


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

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

Knoors, Harry & Marschark, Marc


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.
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.

Krause, Jean C; Kegl, Judy A; Schick, Brenda
Towards 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.

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.

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.

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.

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

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.
Articles ★ Deaf Communication

**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.

**Lederberg, Amy R & Spencer, Patricia E**

**Word-learning abilities in deaf and hard-of-hearing preschoolers: effect of lexicon size and language modality**


Looks at how deaf children acquire new words. Children with larger vocabularies were found to be better at acquiring new words.

**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.

**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.

**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.

**Luckner, John L & Ayantoye, Catherine**

**Itinerant teachers of students who are deaf or hard of hearing: practices and preparation**


A survey of itinerant (or peripatetic) teachers who visit deaf children to identify effective practices and preparation which may be useful for teachers considering a transition to this sector.

**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.

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Scottish Sensory Centre
**Articles ✤ Deaf Communication**

Lund, Emily & Schuele, Clare Melanie

**Effects of a word-learning training on children with cochlear implants**
Preschool children with cochlear implants participated in rapid word-learning training.

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.

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.

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).

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.

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)

McDermid, Campbell

**Social construction of American Sign Language/English interpreters**
ASL-English interpreters were asked to discuss their role as educators.
**Phonological representations in deaf children: rethinking the “functional equivalence” hypothesis**

*McQuarrie, Lynn & Parrila, Rauno*


Studies deaf children's reading ability.

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

*Meadow, Kathryn P*


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

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

*Miller, Katrina R*


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.

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**Role of spoken and sign languages in the retention of written words by prelingually deafened native signers**

*Miller, Paul*


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.

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**Deaf parents of cochlear-implanted children: beliefs on bimodal bilingualism**

*Mitchiner, Julie Cantrell*


Deaf families were asked about their reasoning and beliefs behind using cochlear implants and bimodal/bilingual approaches with their deaf children.

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

*Most, Tova*


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

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

*Most, Tova & Peled, Miriam*


A study comparing the performance of cochlear implanted children with those using hearing aids in specific tests aimed at deciphering suprasegmental features (i.e., intonation, syllable stress, word emphasis and word pattern.)
Contribution of a contralateral hearing aid to perception of consonant voicing, intonation, and emotional state in adult cochlear implantees

Most, Tova; Gaon-Sivan, Gal; Shpak, Talma; Luntz, Michal

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.

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

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


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

Pragmatic abilities of children with hearing loss using cochlear implants or hearing aids compared to hearing children

Most, Tova; Shina-August, Ella; Meilijson, Sara


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.

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

Muir, Laura J & Richardson, Iain E G


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

Role of sign phonology and iconicity during sign processing: the case of deaf children

Ormel, Ellen; Hermans, Daan; Knoors, Harry; Verhoeven, Ludo


This article explores the processes that are involved in the recognition of signs by deaf children.

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

Paatsch, Louise E


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

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

Paatsch, Louise E & Toe, Dianne M


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 in hearing children.
Articles ✨ Deaf Communication

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.

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.

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.

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.

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.

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.

Rinaldi, Pasquale ... [et al]
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.
<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
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<tbody>
<tr>
<td>Rinaldi, Pasquale &amp; Caselli, Cristina</td>
<td>Lexical and grammatical abilities in deaf Italian preschoolers: the role of duration of formal language experience</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Winter 2009</td>
<td>Vol 14 (1)</td>
<td>p63-75</td>
<td>A study of spoken language development in deaf preschoolers with hearing parents. The children studied did not have cochlear implants.</td>
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<td>Rodríguez Ortiz, I R</td>
<td>Sign language comprehension: The case of Spanish Sign Language</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Summer 2008</td>
<td>Vol 13 (3)</td>
<td>p378-390</td>
<td>Looks at the efficacy of interpretation of Spanish Sign Language (LSE) in the wake of the recognition of LSE as an official language.</td>
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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>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>July 2013</td>
<td>Vol 18 (3)</td>
<td>p287-298</td>
<td>Looks at the translation issues in producing a BSL version of a psychological measurement tool.</td>
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<td>Romero Lauro, Leonor J; Crespi, Marta; Papagno, Costanza; Cecchetto, Carlo</td>
<td>Making sense of an unexpected detrimental effect of sign language use in a visual task</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>July 2014</td>
<td>Vol 19 (3)</td>
<td>p358-365</td>
<td>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.</td>
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<tr>
<td>Roos, Carin; Cramér-Wolrath, Emelie; Falkman, Kerstin W</td>
<td>Intersubjective interaction between deaf parents/deaf infants during the infant’s first 18 months</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Jan 2016</td>
<td>Vol 21 (1)</td>
<td>p11-22</td>
<td>Part of a longitudinal study of deaf parents and their interaction with their deaf babies.</td>
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<tr>
<td>Rudner, Mary &amp; Rönnberg, Jerker</td>
<td>Explicit processing demands reveal language modality-specific organization of working memory</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Fall 2008</td>
<td>Vol 13 (4)</td>
<td>p466-484</td>
<td>Looks at how language uses the brain with reference to signed and spoken languages.</td>
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<td>Ruggirello, Caterina &amp; Mayer, Connie</td>
<td>Language development in a hearing and a deaf twin with simultaneous bilateral cochlear implants</td>
<td><em>Journal of Deaf Studies and Deaf Education</em></td>
<td>Sum 2010</td>
<td>Vol 15 (3)</td>
<td>p274-286</td>
<td>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.</td>
</tr>
</tbody>
</table>
Comparing action gestures and classifier verbs of motion: evidence from Australian sign language, Taiwan sign language and nonsigners' gestures

Schilperoord, Joost; de Groot, Vanja; van Son, Nic
Nonverbatim captioning in Dutch television programs: a text linguistic approach

Seal, Brenda C
Psychological testing of sign language interpreters

Sheffield, Ellyn G; Starling, Michael; Schwab, Daniel
Bringing text display digital radio to consumers with hearing loss

Silvestre, Núria; Ramspott, Anna; Pareto, Irenka D
Conversational skills in a semistructured interview and self-concept in deaf students

Singleton, Jenny L ... [et al]
Vocabulary use by low, moderate and high ASL-proficient writers compared to hearing ESL and monolingual speakers

Spencer, Linda J & Guo, Ling-Yu
Consonant development in pediatric cochlear implant users who were implanted before 30 months of age
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.

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.

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.

Stamp, Rose; Schembri, 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.

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.

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.

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.
Articles ♦ Deaf Communication

**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.

**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.

**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.

**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.

**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.

**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.

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

A comparison of deaf signers and hearing interpreters of how good their working memory span is, in AUSLAN.
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.

Inexperienced hearing signers were studied to see how signing and speaking simultaneously affected their speech patterns and speed.

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.

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.

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

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.
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.

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.

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

_Sign Language Studies_, 2007, Vol 7 (4), p360-386

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.

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.
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.

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.
D: Culture & Community

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.

Bagga-Gupta, Sangeeta

Going beyond the great divide: reflections from deaf studies, Orebro, Sweden

An overview of sign language and deaf studies in Sweden.

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.

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.

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.

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.
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.

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.

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 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).

van den Bogaerde, Beppie & Schermer, Trude

Deaf studies in the Nederlands
An overview of sign linguistics and deaf studies in the Netherlands.

Clark, M Diane & Daggett, Dorri J

Exploring the presence of a deaf American cultural life script
*Deafness and Education International*, Dec 2015, Vol 17 (4), p194-203
Looks at the life events that deaf people highlighted as significant and compared with those of the general population.

Most, Tova; Wiesel, Amatzia; Blitzer, Tamar

Identity and attitudes towards cochlear implant among deaf and hard of hearing adolescents
Authors surveyed teenagers with cochlear implants to discover how they thought of their "identity", ie, deaf, hearing, bicultural, marginal.
Rogers, Katherine D & Young, Alys M

**Being a deaf role model: deaf people’s experiences of working with families and deaf young people**

*Deafness and Education International*, March 2011, Vol 13 (1), p2-16

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.

Sari, Hakan

**Analysis of the relationship between identity patterns of Turkish deaf adolescents and the communication modes used in special residential schools for deaf**


Deaf adolescents in Turkish residential schools were questioned on their identity/culture choices.

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.

Czubek, Todd A & Greenwald, Janey

**Understanding Harry Potter: parallels to the deaf world**

*Journal of Deaf Studies and Deaf Education*, Fall 2005, Vol 10 (4), p442-450

Draws parallels between the fictional world of Harry Potter and the deaf experience.

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.

Johnston, Trevor

**In one’s own image: ethics and the reproduction of deafness**

*Journal of Deaf Studies and Deaf Education*, Fall 2005, Vol 10 (4), p426-441

Discusses the ethics of intentionally choosing to or to not give birth to a deaf child through genetic screening techniques and artificial insemination etc.
<table>
<thead>
<tr>
<th>Title</th>
<th>Journal</th>
<th>Year</th>
<th>Volume</th>
<th>Pages</th>
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<tr>
<td>Deaf Acculturation Scale (DAS): development and validation of a 58-item measure</td>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Summer 2011</td>
<td>Vol 16 (3)</td>
<td>p325-342</td>
<td>A study to develop a scale by which the cultural identities of deaf and hard of hearing people can be measured.</td>
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<tr>
<td>Examining a sample of black deaf individuals on the deaf acculturation scale</td>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Jul 2015</td>
<td>Vol 20 (3)</td>
<td>p283-295</td>
<td>Looks at the 'double minority' identities of black, deaf people in the USA.</td>
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<td>Role of educational experiences in the development of deaf identity</td>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Fall 2006</td>
<td>Vol 11 (4)</td>
<td>p477-492</td>
<td>Analysis of the educational experiences of deaf people and its relation to their development of deaf identities.</td>
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<td>Hereditary deafness in a former fishing village on the Dutch Coast</td>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Jan 2016</td>
<td>Vol 21 (1)</td>
<td>p94-103</td>
<td>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.</td>
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<td>Seeing the deaf in &quot;Deafness&quot;</td>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Fall 2008</td>
<td>Vol 13 (4)</td>
<td>p455-465</td>
<td>Looks at the cultural identity of deaf people.</td>
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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.

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.

Weisel, Amatzia & Cinamon, Rachel Gali
Hearing, deaf and hard of hearing Israeli adolescents’ evaluations of deaf men and deaf women’s occupational competence
Looks at the perceptions teenagers have of deaf people’s career possibilities.
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.
Articles ▶ Deaf Education

D: Education

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.

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.

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.

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.

Scottish Sensory Centre
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.

Boddis, Jessica

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

Looks at student perception of mainstream education focussing on support and examinations.

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.

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.

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.

Turner, Vicky
Deaf children and literacy: identifying appropriate tools and learning environment
A review of research into the literacy of deaf children.

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.

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.

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.

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.
Al-Zboon, Eman
**Kindergarten curriculum for children with hearing impairments: Jordanian teachers’ perspectives**
Pre-School teachers were asked about a specialised curriculum for young 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.

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.

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.

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.

Beazley, S & Chilton, H
**Voice of the practitioner: sharing fiction books to support the understanding of theory of mind in deaf children**
*Deafness and Education International*, Dec 2015, Vol 17 (4), p231-240
Teachers discuss their experiences in supporting theory of mind development in children who are deaf.

Bellin, Wynford & Stephens, Dafydd
**Value systems of deaf and hearing adolescents**
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.
Berthiaume, Rachel & Daigle, Daniel

*Morphological processing and learning to read: the case of deaf children*
*Deafness and Education International*, Dec 2014, Vol 16 (4), p185-203

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.

Borders, Christina M … [et al]

**Students who are deaf with additional disabilities: does educational label impact language services?**
*Deafness and Education International*, Dec 2015, Vol 17 (4), p204-218

Look at speech and language and audiology services provided to children identified as having a hearing loss and another disability.

Brown, P Margaret & Byrnes, Linda J

**Development and use of individual learning plans for deaf and hard of hearing students in Victoria, Australia**
*Deafness and Education International*, Dec 2014, Vol 16 (4), p204-217

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.

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.

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.

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.

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.
Brown, P. Margaret & Byrnes, Linda J
Development and use of individual learning plans for deaf and hard of hearing students in Victoria, Australia
*Deafness and Education International*, Dec 2014, Vol 16 (4), p204-217
Results from a study of the assessment and planning portfolios for 88 deaf students in Australia.

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.

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.

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.

Camba, 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.

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.

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

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.

Examination of web-based information on the transition to school for children who are deaf or hard of hearing

Deafness and Education International, Jun 2015, Vol 17 (2), p63-75

Canadian study of web information on transition from early years services into school.

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.

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.

Framework for managing bullying that involves students who are deaf or hearing impaired


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.

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.
Articles ★ Deaf Education

Fortnum, Heather M, Marshall, David H; Bamford, John M; Summerfield, A Quentin

Hearing-impaired children in the UK: education setting and communication approach


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.

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.

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.

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.

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.

Hung, Hsin-Ling & Paul, Peter V

Inclusion of students who are deaf or hard of hearing: secondary school hearing students' perspectives

Report from research into deaf students perspectives of inclusion within mainstream settings.
Inclusion of deaf students: an examination of definitions of inclusion in relation to findings of a recent Australian study of deaf students in regular classes


A study of inclusion practices in Australia where mainstreaming of deaf students is prevalent.

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.

"Deaf people don't dance": challenging student teachers' perspectives of pupils and inclusion


Report from research into student teachers' perspectives of inclusion of deaf pupils within mainstream settings.

Inclusion: what deaf pupils think: an RNID project undertaken by the University of Hertfordshire


A 'work in progress' report on a project to find out what deaf children's views are on inclusion.

Being there is not enough: inclusion is both deaf and hearing


Theories on the inclusion of deaf pupils within mainstream settings.

Story of an outlier: ... a case study of one young deaf child and his journey towards early mathematical competence


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.

Literacy and deaf students in Taiwan: issues, practices and directions for future research


Looks at how deaf learners acquire literacy in Taiwan.
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.

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.

Mayer, Connie; Akamatsu, C Tane; Stewart, David A

**Case for situated assessment and evaluation with students who are deaf**


Assessing deaf pupils' progress in the curriculum within a classroom setting.

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.

Morton, Denise; Chandler, Ruth; Kiff, Patricia

**Looking for a simple school communication policy and procedure**


Describes the process for revising the communication policy of a special school for deaf children.

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.

Nott, Pauline; Brown, P Margaret; Wigglesworth, Gillian

**What’s in a diary? Di-EL first words**


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.
O'Neill, Rachel ... [et al]
Deaf students and their support in further education in the United Kingdom: Results from the National Association for Tertiary Education for Deaf
Presents the findings of a national study on the transition of young deaf people from school to adult life.

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.

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.

Polat, Filiz; Kalambouka, Afroditi; 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.

Powell, Denise & Hyde, Merv
Deaf education in New Zealand: where we have been and where we are going
An overview of historical changes in deaf education in New Zealand.

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.

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

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

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

Raver, Sharon A ... [et al]

**Using a child-specific social story to improve communication and social skills in two preschoolers with cochlear implants: an exploratory classroom case**
Use of a personalised story to encourage two young children with cochlear implants to communicate socially during unstructured play sessions.

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).

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.

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.

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.
Roos, Carin
Young deaf children’s fingerspelling in learning to read and write: an ethnographic study in a signing setting
Part of a longitudinal study this paper looks at young sign language users to see what part fingerspelling plays in developing literacy skills

Rudner, Mary ... [et al]
Training literacy skills through sign language
*Deafness and Education International*, Mar 2015, Vol 17 (1), p8-18
Swedish study of literacy achievements in deaf children who have been using sign language based, literacy training software ‘Omega-is-d’.

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.

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.

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.

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

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
**Sign bilingual deaf children’s approaches to writing: individual strategies for bridging the gap between BSL and written English**
Individual case studies are presented of deaf children's approaches to translating BSL into written English.

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.

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.

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.

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.

van der Kant, Anne; Vermeulen, Anneke; De Raeve, 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.

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.
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.

Wakefield, Penny

**Deaf children's approaches to spelling: difficulties, strategies and teaching techniques**


Looks at the difficulties faced by deaf children in spelling English words.

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.

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.

Woll, Bencie

**Speechreading revisited**


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

Young, Alys

**Factors affecting communication choice in the first year of life: assessing and understanding an ongoing experience**


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.

Young, Alys ... [et al]

**Issues and dilemmas in the production of standard information for parents of young deaf children: parents' views**

*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.
Yuknis, Christina
**Attitudes of pre-service teachers toward inclusion for students who are deaf**
*Deafness and Education International*, Dec 2015, Vol 17 (4), p183-193
Small scale study of student teachers' attitudes to inclusion.

Zupan, Barbra & Dempsey, Lynn
**Facilitating emergent literacy skills in children with hearing loss**
A literature review of early literacy development for young deaf children that explores the importance of parent-professional collaboration.

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.

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.

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.
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.

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.

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.

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.

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.

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.

Arfé, Barbara; Rossi, Cristina; Sicoli, Silvia

**Contribution of verbal working memory to deaf children’s oral and written production**

Deaf and hearing children were asked to narrate a picture story and to write it down. The results were analysed to see the effects of verbal working memory.
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.

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.

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.

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”.

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.

Berge, Sigrid Slettebakk & Thomassen, Gøril
Visual access in interpreter-mediated learning situations for deaf and hard-of-hearing high school students where an artifact is in use
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.
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.

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.

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.

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.

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.

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.

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.
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.

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.

Cannon, Joanna E; Hubley, Anita M; Millhoff, Courtney; Mazlouman, Shahla
Comprehension of written grammar test: reliability and known-groups validity study with hearing and deaf and hard-of-hearing students
Journal of Deaf Studies and Deaf Education, Jan 2016, Vol 21 (1), p54-63
This study assessed the validity of a grammar reading test given to deaf and hard of hearing children.

Cawthon, Stephanie W
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.

Cawthon, Stephanie W
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.

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.

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.
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.

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.

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.

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.

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.

Ching, Boby Ho-Hong & Nunes, Terezinha
Concurrent correlates of Chinese word recognition in deaf and hard-of-hearing children
*Journal of Deaf Studies and Deaf Education*, Apr 2015, Vol 20 (2), p172-190
Looks at the Chinese word reading skills of deaf children in Hong Kong.

Convertino, Carol M … [et al]
Predicting academic success among deaf college students
Looks at the factors affecting academic performance in deaf people.
Word and world knowledge among deaf learners with and without cochlear implants

Convertino, Carol; Borgna, Georgianna; Marschark, Marc; Durkin, Andreana


Research into the incidental learning opportunities of cochlear implant users.

Teachers' perceptions of promoting sign language phonological awareness in an ASL/English bilingual program

Crume, Peter K


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.

Blue Listerine, parochialism and ASL literacy

Czubek, Todd A


An essay on the arguments surrounding the "literacy" of ASL. Followed by a response by Peter V Paul (p382-387).

Psychosocial development in a Danish population of children with cochlear implants and deaf and hard-of-hearing children

Dammeyer, Jesper


A study of deaf and hearing children to determine what factors are involved in the development of social and emotional difficulties.

Spoken English language development among native signing children with cochlear implants

Davidson, Kathryn; Lillo-Martin, Diane; Pichler, Deborah Chen


Deaf children of deaf adults who have received cochlear implants are studied to see how their spoken language develops.

Joint attention strategies used by a preschool educator who is deaf

DeLuzio, Joanne & Girolametto, Luigi


Looks at the way a deaf preschool teacher attracts and maintains the attention of her students.

Literacy skills in children with cochlear implants: the importance of early oral language and joint storybook reading

DesJardin, Jean L; Ambrose, Sophie E; Eisenberg, Laurie S


Parents and children were recorded during storybook sessions and oral language skills were evaluated using the Reynell Developmental Language Scales.
Dobel, Christian ... [et al]
Conceptual representation of actions in sign language
Compares how native German sign language users understand actions from a signed description varies from how hearing people understand actions described verbally.

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.

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)

Easterbrooks, Susan R & Huston, Sandra G
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.

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.

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.

Fernandes, Jane K & Myers, Shirley Shultz
Inclusive deaf studies: barriers and pathways
Looks at different approaches to developing the field of deaf studies.
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<td>Looks at how syntax produced by deaf children is affected by early limited language input.</td>
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<td>Fung, Pan-Chung; Chow, Bonnie Wing-Yin; McBride-Chang, Catherine</td>
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<td>Impact of a dialogic reading program on deaf and hard-of-hearing kindergarten and early primary school-aged students in Hong Kong</td>
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<td><em>Journal of Deaf Studies and Deaf Education</em>, Winter 2005, Vol 10 (1), p82-95</td>
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<td>Investigates the effects of a dialogic reading method on deaf children in Hong Kong.</td>
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<td>Gale, Elaine</td>
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<td><em>Journal of Deaf Studies and Deaf Education</em>, Winter 2011, Vol 16 (1), p121-139</td>
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<td>Garrison, Wayne; Long, Gary; Dowaliby, Fred</td>
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<td>Giezen, Marcel R &amp; Emmorey, Karen</td>
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<td>Semantic integration and age of acquisition effects in code-blend comprehension</td>
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<td>Adults who are bilingual in spoken English and ASL were studied for comprehension and age of learning ASL.</td>
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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.

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.

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).

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.

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.

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.

Reading and spelling abilities of deaf adolescents with cochlear implants and hearing aids
Comparison of reading skills in groups of deaf young adults. One group uses hearing aids, the other group uses cochlear implants.
Hermans, Daan; Knoors, Harry; Ormel, Ellen; Verhoeven, Ludo

**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.

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.

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).

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.

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.

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.

Hrastinski, Iva & Wilbur, Ronnie B

**Academic achievement of deaf and hard-of-hearing students in an ASL/English bilingual program**


Looks at the influence of deaf children's proficiency in ASL on their academic achievements.
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.

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.

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.).

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.

Knoors, Harry

**Educational responses to varying objectives of parents of deaf children: a Dutch perspective**


An overview of deaf education in the Netherlands.

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.

Krejtz, Izabela; Szarkowska, Agnieszka; Logińska, Maria

**Reading function and content words in subtitled videos**


Deaf and hearing people were studied while watching subtitled videos for reading patterns.
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.

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.

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).

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).

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.

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.

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.
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.

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.

Leigh, Greg... [et al]
**Factors affecting psychosocial and motor development in 3-year-old children who are deaf or hard of hearing**
A broad study of the factors which affect development in children who are deaf, particularly motor skills and social development.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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).

Scottish Sensory Centre
**Factors distinguishing skilled and less skilled deaf readers: evidence from four orthographies**

Miller, Paul ... [et al]
*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.

**Deaf native signers are better readers than nonnative signers: myth or truth?**

Miller, Paul; Kargin, Tevhide; Guldenoglu, Birkan

This study involved deaf children from deaf signing families and those who had learned sign but were from hearing families. The participants came from backgrounds which used 3 different writing systems (Hebrew, German, Turkish).

**Reading efficiency of deaf and hearing people in Spanish**

Moreno-Pérez, Francisco J; Saldaña, David; Rodríguez-Ortiz, Isabel R

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.

**Auditory, visual, and auditory-visual perception of emotions by individuals with cochlear implants, hearing aids, and normal hearing**

Most, Tova & Aviner, Chen

Looks at how a cochlear implant can benefit children in terms of emotional perception (ability to identify happiness, anger, surprise, sadness, fear etc.)

**Effect of modern standard Arabic orthography on speech production by Arab children with hearing loss**

Most, Tova; Levin, Iris; Sarsour, Marwa

Written Arabic conventions are studied to determine if they aid speech intelligibility in deaf children.

**How deaf American Sign Language/English bilingual children become proficient readers: an emic perspective**

Mounty, Judith L; Pucci, Concetta T; Harmon, Kristen C

Looks at how deaf bilingual readers transition from 'learning to read' to 'reading to learn'.

**Technology-enhanced shared reading with deaf and hard-of-hearing children: the role of a fluent signing narrator**

Mueller, Vannesa & Hurtig, Richard

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.
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<td>Rethinking education of deaf children in Zimbabwe: challenges and opportunities for teacher education</td>
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<td>Apr 2015</td>
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<td>Importance of morphemic awareness to reading achievement and the potential of signing morphemes to supporting reading development</td>
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<td><em>Journal of Deaf Studies and Deaf Education</em></td>
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Scottish Sensory Centre
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.

Porter, Ann & Edirippulige, Sisira
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.

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.

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.

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.

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.

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.
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.

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.

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.

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)

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.

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.

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.

Scottish Sensory Centre
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.

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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.

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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.

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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.

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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.

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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.

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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.
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.

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.

Terwogt, Mark Meerum & Rieffe, Carolien
Deaf children's use of beliefs and desires in negotiation
Study of deaf children's negotiation skills.

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.

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.

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.

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.
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.

Trussell, Jessica W & Easterbrooks, Susan R

**Effects of morphographic instruction on the morphographic analysis skills of deaf and hard-of-hearing students**

Morphographic knowledge includes understanding the meaning of affixes, roots and base words where deconstructing a word can aid working out the meaning. This can be used as an intervention where children are having difficulty with reading.

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.

Wauters, Loes N & Knoors, Harry

**Social integration of deaf children in inclusive settings**

Survey of primary aged deaf children in The Netherlands into social integration at school.

Wauters, Loes N; Tellings, Agnes EJM; van Bon, Wim HJ; Mak, Willem M

**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).

Webb, Mi-Young; Lederberg, Amy R; Branum-Martin, Lee; Connor, Carol McDonald

**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.

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.
<table>
<thead>
<tr>
<th>Articles  ♦  Deaf Education</th>
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<tr>
<td><strong>Wiefferink, Carin H ... [et al]</strong></td>
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<td><strong>Emotion understanding in deaf children with a cochlear implant</strong></td>
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<td><em>Journal of Deaf Studies and Deaf Education</em>, April 2013, Vol 18 (2), p175-186</td>
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<tr>
<td>A comparative study of young children with cochlear implants with those who have no hearing loss to measure their emotional recognition and understanding.</td>
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| **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. |

| **Williams, Joshua T & Newman, Sharlene D**  |
| **Impacts of visual sonority and handshape markedness on second language learning of American Sign Language**  |
| Learners of ASL as an additional language, where the other languages are spoken, were studied. |

| **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. |

| **Wolbers, Kimberly A**  |
| **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. |

| **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. |

| **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. |

Scottish Sensory Centre
**Deaf Education**

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.

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.

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.

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.

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.

Ziv, Margalit; Most, Tova; Cohen, Shirit

*Understanding of emotions and false beliefs among hearing children versus deaf children*

_Journal of Deaf Studies and Deaf Education_ , April 2013 , Vol 18 (2), p161-174

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.

**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.
Articles ★ Deaf Education

**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.

**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.

**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.

**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.

**Importance of phonics**
*NDCS Magazine*, Spring 2011, No 24, p12-13
Briefly outlines to parents a phonics screening check.

**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.

**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.
Taking charge
_NDCS Magazine_, Summer 2013, No 29, p27-29
Looks at the support needs of 16 month old Isaac who has CHARGE syndrome.

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.

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.

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.

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.

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.

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.
Deaf Education

**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.

**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.

**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.

**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.

**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.

**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.

**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.
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".
D: Medical

Grill, Eva ... [et al]
Comparing the clinical effectiveness of different new-born hearing screening strategies: A decision analysis
BMC Public Health, 2005, Vol 5 (1), p12-
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.

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.

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.

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.

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.

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.
Early detection of hearing loss: the case for listening to mothers
Marchbank, Alison Margaret
Looks at cases where neonatal hearing screening failed to diagnose hearing loss initially and the problems parents faced to get a correct diagnosis.

Impact of the national Newborn Hearing Screening Programme on educational services in England
McCracken, Wendy … [et al]
A study of the impact upon education services of the neonatal screening programme.

Audiological certainty in deaf children with learning disabilities: an imperative for inter-agency working
McCracken, Wendy; Ravichandran, Aarthy; Laoide-Kemp, Siobhan
*Deafness and Education International*, 2008, Vol 10 (1), p4-21
Looks at the audiological needs of children who have learning disabilities.

Views and experiences of families on bone anchored hearing aid use with children: a study by interviews
Mulla, Imran; Wright, Nicola; Archbold, Sue
*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.

Using Listening Progress Profile to assess early functional auditory performance in young implanted children
Nikolopoulos, Thomas; Wells, Pauline; Archbold, Sue M
Describes a profile for monitoring the progress of young children receiving cochlear implants.

Evaluation of frequency transposition for hearing-impaired school-age children
Smith, Jenny; Dann, Marilyn; Brown, P Margaret
A study of the audiological outcomes for deaf children using hearing aids.

Parent and professional perspectives on the Western Australian infant hearing screening program
Sutherland, Jane; Remine, Maria D; Brown, P Margaret
Views from parents and professionals on the effectiveness of the screening process and the subsequent services provided.
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.

Flexer, Carol

**Rationale and use of sound field systems**


Guide to sound field systems for audiology professionals in the style of “20 Questions”.

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.

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.

British Cochlear Implant Group

http://www.bcig.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.

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.

Burkholder-Juhasz, Rose A; Levi, Susannah V; Dillon, Caitlin M; Pisoni, David B  
**Nonword repetition with spectrally reduced speech: some developmental and clinical findings from pediatric cochlear implantation**  
Describes a test to assess phonological working memory which compares a group of young children with cochlear implants (CI) with a hearing adult group listening through a CI simulator.

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.

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.

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.

Edwards, Lindsey C  
**Children with cochlear implants and complex needs: a review of outcome research and psychological practice**  
Looks at the outcomes for children who have complex needs who have received a cochlear implant.
**Articles ★ Deafness: Medical issues**

**Gheysen, Freja; Loots, Gerrit; Van Waelvelde, Hilde**

*Motor development of deaf children with and without cochlear implants*


Results from a study of the impact of a cochlear implant on the motor development of deaf children.

**Hardonk, Stefan ... [et al]**

*Congenitally deaf children’s care trajectories in the context of universal neonatal hearing screening: a qualitative study of the parental experiences*

*Journal of Deaf Studies and Deaf Education*, Summer 2011, Vol 16 (3), p305-324

Looks at how parents of young deaf children perceived the care and support offered after diagnosis. Research study was conducted in Flanders.

**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.

**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.

**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.

**Rekkedal, Ann Mette**

*Assistive hearing technologies among students with hearing impairment: factors that promote satisfaction*

*Journal of Deaf Studies and Deaf Education*, Fall 2012, Vol 17 (4), p499-517

A Norwegian study of children aged 10-16 with mild to profound hearing loss relating to their satisfaction with assistive hearing technology.

**Rogers, Katherine D ... [et al]**

*British Sign Language versions of the Patient Health Questionnaire, the Generalized Anxiety Disorder 7-Item Scale, and the Work and Social Adjustment*


Reports on BSL versions of standard tests used to assess patients’ mental health and spot early indications of conditions such as anxiety and depression.


Looks at the achievements of deaf pupils who have received a cochlear implant.

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.

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.

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.

Searching for cochlear implant information on the internet maze: implications for parents and professionals


Investigates the disseminators and content of frequently accessed websites on cochlear implants.

Parental involvement in the habilitation process following children’s cochlear implantation: an action theory


Looks at the effect of parents’ involvement in the habilitation of deaf children with cochlear implants.

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.
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.

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.

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.

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.

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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.
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.

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.
D: Technology

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.

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.

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.

Scottish Sensory Centre
Articles ★ Visual Impairment and Blindness

VI: General

Bunce, Catey & Wormald, Richard

**Leading causes of certification for blindness and partial sight in England and Wales**
*BMJ 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).

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.

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.

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.

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.

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.
Perceptual perspective taking in children who are blind: the state of research and a single-case study

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.

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.)

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.

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.

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]

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.

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.
Articles ★ Visual Impairment and Blindness

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.

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.

Datta, Poulomee
Self-concept and vision impairment: A review
A literature review of self-concept of visually impaired adolescents.

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.

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.

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.

Ferguson, James & de Abreu, Guida
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.

Scottish Sensory Centre
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.

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.

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.

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.

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.

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.
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<td>Marquès-Brocksopp, Lorna</td>
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<td>Looks at the variety of ways that mindfulness training can help people</td>
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<td>Molden, Helen</td>
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<td>Study of mothers with visual impairment of children under 10 years old</td>
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<td>Murray, Shirley A; McKay,</td>
<td>Grief and needs of adults with acquired visual impairments</td>
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<td>Robert C; Nieuwoudt, Johan M</td>
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<td>Naraine, Mala D &amp; Fels, Deborah</td>
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<td>Discusses the importance of ‘strategic chat time’ for the integration of</td>
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<td>Nyman, Samuel R; Gosney, Margot</td>
<td>Emotional well-being in people with sight loss: lessons from grey literature</td>
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<td>175-203</td>
<td>A literature review concentrating on unpublished sources about the</td>
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<td>emotional well-being of adults with a visual impairment.</td>
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Paterson, Mark
‘Seeing with the hands’: Blindness, touch and the Enlightenment spatial imaginary
Looks at 18th Century philosophies regarding the sensory experience.

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.

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.

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.

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.

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.

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.

Scottish Sensory Centre
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.

Pybis, Joanne ... [et al]

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.

Ravenscroft, John ... [et al]

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.

Roberts, Roberta & Wing, Alan M

Making sense of active touch


Looks at the physiology behind the sense of touch.

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.

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.

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.

Scottish Sensory Centre
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.

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.

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.

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.

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.

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.

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.

Scottish Sensory Centre
Visagie, Lisa & Loxton, Helene
Looks at adapting a standard survey for assessing the levels of fear experienced by children who are visually impaired.

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.

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.

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.

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.

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.

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.
Bailey, Gail
Enhancing motivation
*Insight*, Jan/Feb 2008, No 13, p35-36
Suggests ways to support a young person lacking motivation.

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.

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.

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.

Cheddie, Stephanie
Just the job
Describes the RNIB's new pre-employment programme and its holistic approach to jobseeking for young people with visual impairments.

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.

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.
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.

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.

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.

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.

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.

McCormack, Gwyneth

**My school prom**

Three students discuss how they prepared for their school prom and what they thought of it.

Oldfield, David

**Road to employment**
*Insight*, May/June 2014, No 51, p16

David's story of strategies he used to gain employment, helped by Action for Blind People.
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.

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.

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.

Walker, Gillian

Albinism and my family

*Insight*, Mar/Apr 2007, No 8, p41-43

A mother talks about her son who has albinism.

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.

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.

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.
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.

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.

Frame, Melissa J

**Relationship between visual impairment and gestures**

A study of gestural activity of visually impaired people.

Nixon, Howard L

**Looking sociologically at family coping with visual impairment**

Looks at how visual impairment within a family affects its social structure.

**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.

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.

**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.
Articles ✿ Visual Impairment and Blindness

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.

Beech, Pat
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.

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.

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.

Cooper, Sue
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.

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.

Scottish Sensory Centre
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.

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.

Ekstrom, 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.

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.

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.

French, Henry
**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.

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.

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.

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.

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.

Huddy, Hugh
**Making money talk**
*NB*, September 2011, No 69, p20-23
- Accessibility of options for getting cash from your bank, including talking ATMs.
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.

Majekodunmi, Olufunmi
Scotland unveils sensory impairment strategy
NB, Jul/Aug 2014, No 93, p10-11
See hear strategy is introduced.

Mardsen, Janet & Labbett, Simon
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.

Mardsen, Janet & Labbett, Simon
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.

McKay, Steve
Focus on nystagmus
NB, Mar/Apr 2012, No 80, p28-29
Outlines what health professionals need to know about nystagmus.

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.

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.
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.

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.

Singh, J P
Consciousness of educated people on their attitude towards disability: a step towards independence
Survey of attitudes towards disabilities.

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.

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.

Thomas, Chris
"Talk time" in Staffordshire
Visability, Spring 2005, No 43, p25-26
Counselling sessions for children with visual impairments in mainstream schools.
VI: Assessment

Bailey, Ian L & Lovie, Jan E
Design and use of a new near-vision chart

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, etc.

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.

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?
Articles ★ Visual Impairment: Assessment

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.

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.

Mednick, Michael
Now everyone can score!
*Eye Contact*, Summer 1998, No 21, p21-23
Baseline assessments for children with multiple disabilities.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.
Olma, John
Assessing functional vision using the iPad
Discussing apps which offer visual stimulation and demonstrate functional vision as well as standard vision tests.

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, p.34-35
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.

Southwell, Catherine
See for yourself: observing the visual skills of young children and those with communication difficulties
*Insight*, Jan/Feb 2007, No 7, p.11-14
Explores the challenge of assessing the functional vision of children who have communication difficulties.

Woodhouse, Maggie
In perspective
*Insight*, Jul/Aug 2012, No 40, p.33
Discusses the differences in results that can be found by using various acuity tests.

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
*Visability*, Spring 2005, No 43, p.20-24
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.
VI: Braille & Tactile Communication

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.

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.

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.

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.

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.

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'.

Scottish Sensory Centre
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.

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.

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.

Clunies-Ross, Louise

**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.

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.

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.

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.

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.

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.

Gonzalez Garcia, Luis

Assessment of text reading comprehension by Spanish-speaking blind persons
Reading comprehension of visually impaired people using Braille.

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.
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.

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.

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.

Harrison, Frances

Teaching braille to latecomers in the 12-16 age range


Approaches and methods for teaching and motivating youngsters to use Braille.

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.

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.

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.
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.

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.

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 impairment


Describes a self-assessment tool for specialist schools to use to move towards developing their services in an increasingly inclusion-led education environment.

Keil, Sue

Teaching Braille to children


Looks at the numbers of children learning braille in Britain and the types of teachers involved.

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.

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.

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.

Scottish Sensory Centre
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.

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.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

Toroj, Małgorzata & 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.
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.

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.

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 tactual skills required for performing everyday tasks at home and in school.

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.

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.
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.

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.

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**Coming soon: the unified English braille code (UEB)**

*Insight*, March/April 2012, No 38, p32-34

An introduction to UEB with commentary from teachers.

Brackenridge, Elaine & Sugden, Janis

**Introducing braille: taking the risk**


Discusses the first steps to beginning braille with young children.

Fellows, Janice

**Fantastic fingers**

*Insight*, Jan/Feb 2010, No 25, p26-28

Pre-braille skills for young visually impaired children

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".

Garscadden, Moira & Fox, Linda

**Grade 1 Braille in the spotlight**


Focus on grade 1 Braille for early literacy learning.
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.

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.

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.

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.

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.

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.
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".

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Wilson, Claire

**Measuring literacy achievement**

*Insight*, Jul/Aug 2009, No 22, p12-13

Explores issues surrounding Braille literacy and the mainstream curriculum.

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Carrieras, Manuel & Álvarez, Carlos J

**Comprehension processes in Braille reading**


A study of comprehension processes of reading Braille.

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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.

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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.

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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.

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**Bicentenary of Louis Braille: a short history of braille**

*NB*, Jan 2009, No 37, p26-29

Looks at the development of the Braille system.

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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.

Beech, Pat

 Few of my favourite things: Julie Smethurst, braille transcriber

*NB*, Nov 2009, No 47, p40-43

A braille transcriber describes her work and interests.

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.

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.

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.

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.
**Articles ⚫ Visual Impairment: Braille & Tactile Communication**

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<tr>
<td>Hartley, James</td>
<td><em>Braille and the brain</em></td>
<td><em>New Scientist</em></td>
<td>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.</td>
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<td>Kozel, Robert J</td>
<td><em>Consideration of hand in the reading of Braille</em></td>
<td><em>RE:view</em></td>
<td>Summer 1995, Vol 27 (2) p78-82 Looks at left and right hand dominance issues for braille readers.</td>
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<td>Mullen, Edward A</td>
<td><em>Decreased Braille literacy: a symptom of a system in need of reassessment</em></td>
<td><em>RE:view</em></td>
<td>Fall 1990, Vol 22 (3) p164-169 Analyses the decrease in Braille literacy.</td>
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<td>Christensen, Lars Ballieu</td>
<td><em>RoboBraille: Braille unlimited</em></td>
<td><em>The Educator</em></td>
<td>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.</td>
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<td>D'Andrea, Frances Mary</td>
<td><em>From carvings to computers: a history of tactile codes for people who are blind</em></td>
<td><em>The Educator</em></td>
<td>Jan 2009, Vol XXI (2), p5-9 A history of tactile communication systems.</td>
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<td>Gaines, Nicole &amp; Myers, Julia</td>
<td><em>Moving into the future in Braille production: the National Instructional Materials Access Center</em></td>
<td><em>The Educator</em></td>
<td>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.)</td>
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Articles ● Visual Impairment: Braille & Tactile Communication

McCann, William R
Braille: the man and his code for music
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.

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.

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 to make the Braille code easier to read and to write
University of Birmingham, 1996,
A PhD thesis submitted to the Faculty of Education and Continuing Studies of The University of Birmingham.

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.

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.

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.

Scottish Sensory Centre
Clunies-Ross, Louise
Braille: did you know?
Facts about Braille code and its use reported in a recent RNIB study.

Cobb, Rory
Using tactile diagrams
*Visability*, Summer 1994, No 11, p15
Advice on the use and production of tactile diagrams.

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.

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.

Lee, Nicki
Art for visually impaired children
*Visability*, Summer 1997, No 20, p29
Living Paintings Trust

Lee, Nicki
Showing the pictures to visually impaired children
*Visability*, Autumn 1995, No 15, p9
Feel Happy Project.

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.
Stone, Juliet
Reading through Braille
*Visability*, Spring 1995, No 13, p5-6
Describes the issues encountered by children learning Braille.

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.
### Articles Visual Impairment: Daily Living & Early Development

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<td>Buultjens, Marianna &amp; Ferguson, Roseann</td>
<td>Let’s play together</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>Vol 12 (3)</td>
<td>1994</td>
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<td>Dale, Naomi &amp; Salt, Alison</td>
<td>Social identity, autism and visual impairment (VI) in the early years</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>Vol 26 (2)</td>
<td>2008</td>
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<tr>
<td>Lusk, Kelly E</td>
<td>Effects of various mounting systems of near magnification on reading performance and preference in school-age students with low vision</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>Vol 30 (3)</td>
<td>2012</td>
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<tr>
<td>Metell, Maren</td>
<td>“A great moment … because of the music”: An exploratory study on music therapy and early interaction with children with visual impairment and their carers</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>Vol 33 (2)</td>
<td>2015</td>
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</table>

**Outline of the initial findings from the first year of a study of how young blind children may be helped to develop exploratory skills.**

Explores how visual impairment might impact on early social and emotional development including self-awareness and communication with others.

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 is promoted as a method for parents to improve confidence in dealing with their blind child and improve communication between them.

A study of children using low vision aids and how different mounting systems (hand held, stand mounted, spectacle mounted and electronic) affect use.

A ten week study of children with visual impairments aged 1-4 and their carers participating in music therapy group sessions.
Percival, John
Demonstrating daily living devices to older people with sight loss: a programme evaluation with implications for good practice and policy development
Evaluation of a programme of assistive technology demonstrations to older people with visual impairment.

Rees, Gwyn ... [et al]
Should family and friends be involved in group-based rehabilitation programs for adults with low vision?
Looks at the views of clients of rehabilitation programmes in Australia.

Tellevik, Jon Magne & Elmerskog, Bengt
Activity-based intervention for multiple-disabled visually impaired people
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.

Troster, Heinrich & Brambring, Michael
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.

Royal National Institute for the Blind (RNIB)
Curriculum close-up: Focus on early years
*Curriculum Close-up*, 2005, Issue 20
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.

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.
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.

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.

**Kitchen confidence**
*Insight*, Mar/Apr 2008, No 14, p10-14
Article follows three youngsters as they learn to cook.
Six young adults talk about how they get around comparing countryside with town living.

Describes a playgroup in Sheffield for visually impaired children.

Examines the issues and suggests ways of enabling carers to let a young person make their own choices and learn from new experiences.

Advice for helping visually impaired children to become toilet trained.

Talks about the importance of play particularly with young visually impaired children.

Mum to two year old Dylan talks about how her son takes on the world. (Title incorrect on magazine)

Staff at a service in Leeds explore combining use of Oregon with the newer Early Support Developmental Journal for babies and children with VI.
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/June 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.

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.

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).

Gregory, Karina

**Friendship and social networking**


A visually impaired person describes her friendships and social networks at various stages of her 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.

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.
Successful home-visiting
Hislop, Gill
Insight, Jul/Aug 2008, No 16, p20-22
A qualified teacher of visually impaired children explains how to make a home visit a success.

Early years at RNIB Northwood
Jennings, Julie
Insight, Nov/Dec 2008, No 18, p27-29
Looking at how to implement the English Early Years Foundation Stage framework.

Cooking up independence
Lewin, Debs
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.

Life skills boot camp
Lewin, Debs
Insight, May/June 2014, No 51, p
Three day residential for young people with visual impairments helps them to learn about independent living, travel and leisure.

How to buy clothes
McCormack, Gwyneth
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.

What affects the development of young children with a vision impairment?
McDonald, Mary
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.

Habilitation skills
McDonald, Suzy
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.
**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.

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**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.

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**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.

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**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.

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**Swinhoe, Katy**

**To the beach and beyond**  
*Insight*, May/Jun 2014, No 51, p42-43

Children with complex needs put all terrain buggies to the test at the beach and country park.

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**Syvret, Jacqui**

**Working towards confidence**  

A school in Devon pilots two programmes aimed at improving social, independence and employment skills for pupils who are visually impaired.

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**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.
Minimising and managing risk

Learning about risks is a vital part of building independent living skills.

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.

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.

Impact of mothers’ interactions on the development of their young visually impaired children


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.

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.

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.
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.

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.

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.

Rettig, Michael
Play of young children with visual impairments: characteristics and interventions
A literature review of the play of visually impaired children.

Rowland, Charity
Preverbal communication of blind infants and their mothers
A study of early communication between visually impaired young children and their mothers.

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.
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.

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Cooper, Sue

**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.

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Cooper, Sue

**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.

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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.

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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.

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Labbett, Simon

**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.

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Labbett, Simon; Auld, Rosie; Wall, Karl

**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.
Amazing babies

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

Discusses a new young children's TV programme featuring Melody who is partially sighted.

New challenges in education for rehabilitation work

Outlines some of the changes to the training of rehabilitation workers (Birmingham City University).

Parent perspectives on independent living

Three sets of parents share their perspectives on their children's independent living.

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.

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.

Childhood play and adult creativity: could there be a link?

Discusses a variety of scenarios children use for creative play.
Overcoming hurdles

Describes how the parents of a 10 month old child with albinism support and protect their child.

The project aims to identify at what age children should start to use optical aids and encourages them to use their residual vision.

A mother discusses the value of talking openly about her daughter’s disabilities. (Peter’s anomaly)

The story of a family of three brothers all with the rare condition, Stickler Syndrome. The parents (also visually impaired) describe overcoming the difficulties.
**Articles ✿ Visual Impairment: Education**

**VI: Education**

**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.

**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.

**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.

**Collaborative action research project in an inclusive setting: assisting a blind student**


A study of inclusive education in a primary school in Greece.

**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.

**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.
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<th>Article Title</th>
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<th>Year</th>
<th>Volume</th>
<th>Pages</th>
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<tr>
<td>Exploratory study of visually impaired students’ perceptions of inclusive mathematics education</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>2015</td>
<td>33 (3)</td>
<td>212-219</td>
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<td>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.</td>
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<td>Barriers and enablers for visually impaired students at a UK higher education institution</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>2011</td>
<td>29 (3)</td>
<td>177-195</td>
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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>Effects of changes in life circumstances on interaction and communication in adults with congenital deafblindness and an intellectual disability</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>2015</td>
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<td>31-44</td>
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<td>Monitors the effect of a project to improve the living conditions of people who are deafblind with learning disabilities.</td>
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<td>Mobility of a guide dog team in Singapore: A case study</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>2015</td>
<td>33 (1)</td>
<td>54-65</td>
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<td>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.</td>
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<td>Visual impairment and its impact on self-esteem</td>
<td><em>British Journal of Visual Impairment</em></td>
<td>2010</td>
<td>28 (1)</td>
<td>47-56</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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Scottish Sensory Centre
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.

Clark, Ann & Murphy, Frank
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.

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.

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.

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.

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.

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.
Articles ★ Visual Impairment: Education

Everett, John & Gilbert, Wally
**Art and touch: a conceptual approach**
Students at the Royal National College for the Blind are discussed in terms of their artistic output.

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.

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.

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.

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).

Gray, Carol
**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.

Gray, Carol
**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.
**Articles ● Visual Impairment: 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.

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.

Halder, Santoshi & Datta, Poulomee

**Exploration into self concept: a comparative analysis between the adolescents who are sighted and blind in India**


Study based in India looking at the self-concept of blind adolescents compared with sighted peers and looking at gender differences between the groups.

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.

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.

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.

Howley, Marie & Preece, David

**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).
Jackson, Michael

**Moon system adapted for musical notation**


Outlines how moon can be used to represent musical notation.

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 (e.g., paper, plastic, or Braille) they were touching with braille that was contradictory.

Keil, Sue

**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.

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.

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.

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.

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.
Articles  ●  Visual Impairment: Education

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.

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.

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.

Marquès-Brocksopp, 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.

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.

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.

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.
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 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).

Mohammed, Zainora & Omar, Rokiah
Comparison of reading performance between visually impaired and normally sighted students in Malaysia
Compares the reading performance (reading rate and comprehension) of normally sighted pupils with visually impaired children (using either large print or Braille).

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.

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.

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)

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.

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.
Articles ✧ Visual Impairment: Education

**Bullying in German adolescents**
Compared the incidence and level of bullying of visually impaired adolescents with that of normally sighted adolescents.

**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.

**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.

**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.

**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.

**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.

**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.
Ruiter, Selma ... [et al]

Adaptive assessment of young children with visual impairment

Looks at a child development assessment (BSID) which was adapted for use with children with low vision. (Netherlands)

Sharma, Umesh ... [et al]

Forming effective partnerships to facilitate inclusion of students with vision impairments: Perceptions of a regular classroom teacher and an itinerant teacher

Looks at the partnership of the visiting specialist teacher and the classroom teacher in supporting children with visual impairments in a mainstream school.

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.

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.

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.

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.

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.
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.

Thakur, Ajit Kumar ... [et al]

**Profile of low vision clinics in eastern region of Nepal: a retrospective study**


A review of the caseloads of 2 low-vision clinics in Nepal.

Tobin, Michael J & Hill, Eileen

**Note on some problems in the testing of personality characteristics in children with visual impairment**


A short article outlining the difficulties with using existing personality tests with children who have a visual impairment.

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.

Tobin, Michael J & Hill, Eileen W

**Issues in the educational, psychological assessment of visually impaired children: test-retest reliability of the Williams intelligence test for children**


Looks at the reliability of the only specialised IQ test standardised in the UK and suggests the development of a new test to incorporate current developments and thinking.

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.

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.
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<td>Wong, Meng Ee &amp; Cohen, Libby</td>
<td>British Journal of Visual Impairment</td>
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<td>‘Once upon a time ...’: Dinosaurs, the literacy hour and objects of reference</td>
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Craft, Ann

**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.

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.

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.

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.

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.

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.
Hall, Jan  
**Doing it for themselves**  
*Eye Contact*, Autumn 2004, No 40, p19-21  
Using switches and adaptive technology to create music.

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.

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.

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.

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.

McLarty, Marion  
**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.

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.
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.

Nolan, Bridget
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.

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.

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.

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.

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.

Pease, Laura
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.
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.

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.

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.

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.

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.

Nielsen, Lilli
Communication: a basic part of active learning
_Information Exchange_, Spring 2010, Vol 80, p16-18
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.
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.

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).

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.

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.

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.

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.

Making music
*Insight*, May/June 2006, No 3, p44-46
Three siblings with visual impairments take up music classes at the Youth Music Centre in London.

Scottish Sensory Centre
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.

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.

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.

When is the right time to learn braille?
*Insight*, Jul/Aug 2014, No 52, p32-33
An article by a young visually impaired person who hated braille to begin with, discusses how she changed her mind.

Adams, Sue
Habilitation skills
*Insight*, Jul/Aug 2014, No 52, p
Raining confidence is the key to successful mobility education in a busy mainstream primary school.

Adey, Wendy & Waller, Miriam
Why I love my job … being a resource technician
*Insight*, May/Jun 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.
Aghababaie, Nikian
Musical chairs encourage communication
*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.

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.

Allison, Simon
Living life to the full
*Insight*, May/June 2011, No 33, p18-19
Having a disability is no barrier to taking part in "adrenalin fuelled fun".

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.

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".

Bailey, Gail
Competent to learn
*Insight*, May/June 2008, No 15, p38-41
Explores the importance of developing the self esteem of visually impaired children with regard to studying and learning.

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)
Articles ● Visual Impairment: Education

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.

Bain, Janice
Toys: more than child’s play
*Insight*, May/Jun 2008, No 15, p43-44

Describes a toy library service in Fife.

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.

Bain, Linda & Bisson, Angie
Making early mobility matter (part two)
*Insight*, May/June 2011, No 33, p20-23

Considers the important role of parents and carers in helping children to develop good early mobility and independence skills. Includes meaningful experiences, staying safe and risk-taking.

Ball, Gilly
Making inclusion work: one school’s approach

A deputy head teacher details the preparations they made for their first visually impaired pupils.

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.

Bell, Ian
Creative talking
*Insight*, Jul/Aug 2014, No 52, p28-29

Are children with visual impairments are less likely to invent words?

Scottish Sensory Centre
Articles ● Visual Impairment: Education

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.

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.

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.

Blaikie, Andrew & Cloke, Adam
Childhood glaucoma
*Insight*, May/Jun 2009, No 21, p43
A brief guide to childhood glaucoma.

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.

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.

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.
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

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

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.

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.

Ciuksz, 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.

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.

Clarke, Sharon
**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.

Scottish Sensory Centre
Clery, Elizabeth

**What does "support" mean?**


Clarifying the role of teaching assistants.

Clifford, Julie & Greener, Helen Bee

**Picking up where CAP left off ...**

*Insight*, May/Jun 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.

Clipston, Jane

**Living with childhood glaucoma**

*Insight*, May/Jun 2009, No 21, p44-46

A parent and child give insights into their experiences with childhood glaucoma.

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.

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.

Cobb, Rory

**Update on exams and qualifications**

*Insight*, Nov/Dec 2009, No 24, p34-35

Information based on situation in England and Wales.

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.
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.

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.

Coleman, Lloyd

Inspiring lives (Lloyd Coleman)
Insight, July/August 2011, No 34, p40-42
Young musician who has nystagmus, photophobia and a hearing problem.

Coleman, Lloyd

My journey to the BBC proms
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.

Coltart, Andy

Climbing high
Insight, Mar/Apr 2014, No 50, p42-43
Describes a climbing club for children with visual impairments in Liverpool.

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.

Corr, Deirdre

My son the adventurer
Insight, May/June 2011, No 33, p44-45
Mother describes how her son lives life to the full despite his disabilities.
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.

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.

Cziker, Roxana Elena

**Developing a visual strategy**

*Insight*, Nov/Dec 2013, No 48, p30

A mini guide to developing visual perception skills.

Davies, Nathan

**Supporting children with low vision in Wales**

*Insight*, May/June 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”.

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.

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.

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.
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.

Duckels, Jean
Can I study GCSE Music without knowing braille music?
*Insight*, Nov/Dec 2008, No 18, p15
Offers a perspective on preparing visually impaired candidates for the GCSE music exam.

Dumencic, Teresa
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.

Duncan, Eleanor
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.

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.

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.

Edmondson, Kirsten
Getting where I am today
Kirsten is an English Teacher. She describes her experiences of studying with a visual impairment.
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.

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.

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.

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.

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.

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.

Farnsworth, Adrian

**Guide to large print in education**

The UK Association for accessible formats outlines how to adapt educational materials for large print users.
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.

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.

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.

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.

Finnegan, Lauren
Jump on board the career coach
Describes a new scheme to help young visually impaired people increase their employability.

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.

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.
Franklin, Jo
Supporting deafblind children in hospital
*Insight*, Jul/Aug 2013, No 46, p
Looks at the role of the educational intervener for deafblind children during periods of ill health.

Frazer, Harriet
Art of touch
*Insight*, Mar/Apr 2010, No 26, p42-44
Describes workshops with young people with visual impairments exploring art objects.

French, Henry
Ebooks: the future is here ... almost
Introduces the benefits of electronic books for children who struggle with standard print.

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.

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.

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?

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.
Motivating children with complex needs

Harwood, Janet

Cerebral visual impairment and profound and multiple learning disabilities

Hedley, Ross

Tackling unemployment

Hendry, Jill

Supporting independence: Young columnist

Hewett, Rachel & Douglas, Graeme

Inspiring lives (Steph Cutler)

Hewett, Rachel & Douglas, Graeme

Where can I go after my GCSEs?

Hindle, Pam

Independence training within the mainstream curriculum
Hollis, Charlotte
Tell us what you really think
*Insight*, Nov/Dec 2014, No 54, p36-7
Teenagers are encouraged to express themselves using iPads.

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.

Holmström, Radhika
Are your priorities my priorities?
Cooperation between parents and professionals is crucial, Radhika talks to parents and teachers about their experiences, views and priorities.

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.

Home & Gunn Sarah, 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.

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.

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.
**Articles ★ Visual Impairment: Education**

**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.

**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.

**Huc, Ann & Darnton, Becky**  
**Understanding your child's sensory needs**  
Some children react very strongly to touch sensations. This article explains how this can affect daily life and learning, and suggests ways to help.

**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.

**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.

**Jennings, Julie**  
**Interpreting the latest phonics guidelines**  
Looks at the teaching of phonics and how this relates to young learners of Braille.

**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.
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.

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.

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.

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.

Johnson, Stevie
**Getting the most from low vision aids**
*Insight*, May/Jun 2009, No 21, p18-20
Describes the issues in getting low vision aids (LVAs) for young children and motivating them to use the LVAs.

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.

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.
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.

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.

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.

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.

Keil, Sue

**NEET facts**
*Insight*, Nov/Dec 2013, No 48, p
Looks at employment and training statistics of young people with sight loss.

Keil, Sue

**Out of the paddling pool: following the transition process**
*Insight*, July/Aug 2006, No 4, p38-41

Keil, Sue

**RNIB survey of VI services**

Scottish Sensory Centre
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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.

Lacey, Penny
Communication between home and school
Insight, Nov/Dec 2009, No 24, p22-24
Sets out different ways to encourage good communication about the experiences of children who have complex needs at home and at school.

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.

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.

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.

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.

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.
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.

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.

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.

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.

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.

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.

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?
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.

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.

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.

McCall, Steve

**Adding skills after leaving school**

*Insight*, May/June 2010, No 27, p22-24

Looks at adult education opportunities for visually impaired young people who discover they need better numeracy skills for employment.

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.

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.

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.
McCormack, Gwyneth
Choosing to move
How to help children to make choices and express what is a concern to them.

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.

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.

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.

McDonald, Mary
Meaningful rewards
*Insight*, Nov/Dec 2014, No 54, p11-13
Providing extra motivation to visually impaired children to work on their mobility, technology and braille skills.

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.

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.
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.

McDonald, Suzy

**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.

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.

McLauglan, 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.

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.

McNaught, Alistair

**Accessible technology: using Word**
Offers advice on how to adjust Microsoft Word to improve accessibility for visually impaired users.

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.
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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.

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.

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.

McNaught, Alistair

Starting right: right from the start
Insight, Sept/Oct 2011, No 35, p30-31
Technology advice for new students heading for college or university.

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.

Metcalfe, 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.

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.
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.

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.

Mulvihill, Alan

**What is coloboma?**
*Insight*, Jul/Aug 2014, No 52, p38-39
Describes the condition, its causes, effects and treatments.

Murphy, Karen

**Teenager power**
Describes an innovative approach to creating opportunities for visually impaired teenagers to have fun and build self-esteem.

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.

Ockelford, Adam

**Sounds of intent**
*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.

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.
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.

Orme, Richard

**Opening books with ICT**

*Insight*, Jul/Aug 2009, No 22, p19-21

Discusses copyright issues for providing electronic texts.

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.

Oshodi, Maria

**Moving performances: inspiring a love of physical theatre**

*Insight*, May/June 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.

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 and 2 former pupils revealed that help can sometimes be obtrusive.

Parsons, Wendy

**In the hands of the enabler**

*Insight*, May/June 2011, No 33, p24-26

Explains how enabling young learners to experience choice is inherent to promoting independence.

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.
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.

Platt, Liz
**Intensive interaction**
*Insight*, Jan/Feb 2013, No 43, p18-20
Looks at how to recognise the ways that deafblind children can communicate.

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.

Powell, Paula
**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.

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.

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.

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.
Riley, Sarah

Personalised learning plans


A special school in Leeds describes how children with complex needs are given personalised learning plans.

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.)

Risdon, James

Moving music


Technology which enables young people who are visually impaired to explore independent music making.

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.

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.

Rouse, Laura

Detecting retinoblastoma

*Insight*, May/Jun 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.

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.

Scottish Sensory Centre
Articles ★ Visual Impairment: Education

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.

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.

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.

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.

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?

Sleeman, Lesley

**Vision friendly classes**  
*Insight*, Nov/Dec 2014, No 54, p32  
Checklist for helping a school to become ‘vision friendly’.

Smith, Allan

**Learners in further education are entitled to curriculum access too**  
Accessibility issues for students who are visually impaired in further education.
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.

Smith, Susan
Sew satisfying
Insight, Sep/Oct 2012, No 41, p26-28
A specialist teaching assistant describes how she approaches teaching sewing skills to visually impaired children.

Spinks, Robin & Hill, Daniel
Living with albinism
Insight, May/June 2011, No 33, p32-34
Robin Spinks demystifies albinism and Daniel Hill describes what it is like to live with oculotaneous albinism.

Spong, Andy
Audio fun with Audacity
Insight, July/August 2011, No 34, p13-14
Alternative to BTEC video editing unit for students who are visually impaired using audio manipulation software.

Stanfield, Caroline & Zimmermann, Sally
Music and communication
Insight, Nov/Dec 2007, No 12, p10-12
Describes work with children developing communication through music.

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.

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.
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.

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.

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.

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.

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.

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.

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.
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)

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.

Tarling, Becky

**Habilitation skills**

*Insight*, Nov/Dec 2013, No 48, p23

A short item on room familiarisation using compass points.

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.

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.

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.

Thorley, Melanie

**Student support**


Two visually impaired students in higher education talk about a mentoring scheme being run by University of Greenwich.
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.

A review of teaching touch-typing to visually impaired pupils.

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.

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.

Tips on how to teach safe ironing skills to visually impaired children.

Looks at supporting children with complex needs to maintain their dental hygiene.

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.
Articles ★ Visual Impairment: Education

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.

Wall, Karl

**Learning maths ... learning habilitation skills**
*Insight*, May/June 2010, No 27, p10-12

Discusses how maths skills are linked with learning 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.

Waterworth, Heather

**Nothing can stop me! (personal account of Keratoconus)**

Account from a young teenager who learned she had a degenerative eye condition.

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.

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.

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
Webber, Deborah  
**Youth engagement**  
*Insight*, May/June 2012, No 39, p36-40  
Reports on a UK summit for young people who have vision problems.

Wedderburn, Sarah  
**Trouble with numbers**  
*Insight*, May/June 2010, No 27, p14-17  
Sarah specialises in helping children with dyscalculia. Specialist teachers comment on applying her techniques with VI children.

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.

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.

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.

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.

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.
Woodhouse, Maggie
In perspective
Insight, Sep/Oct 2012, No 41, p33-34
A brief guide to spotting eye problems in babies.

Woodhouse, Maggie
In perspective
Insight, Jan/Feb 2013, No 43, p41
Looks at research suggesting that spending time outdoors can help children's eyes.

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.

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.

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.

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.

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.
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.

Wright, Susan
*Will my child be safe?*
*Insight*, May/June 2011, No 33, p9-11
Looks at the policies and procedures which organisations need to follow to ensure children's wellbeing during residential events such as school trips etc.

Wyatt, Georgina
*Acting ability*
*Insight*, May/June 2012, No 39, p15-17
A visually impaired person talks about her career as an actor.

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.

Zimmermann, Sally
*Taking music examinations*
*Insight*, Nov/Dec 2008, No 18, p17
Offers advice on preparing visually impaired candidates for music exams.

Zimmermann, Sally & Habron, John
*Can you Handel that rhythm?*
*Insight*, May/June 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.

Zimmermann, Sally & Risdon, James
*Notation: reading music and writing it down*
*Insight*, Nov/Dec 2008, No 18, p10
Looks at the options for notation used with visually impaired musicians.
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.

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.

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.

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

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.

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.

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.

Scottish Sensory Centre
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.

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.

Kakizawa, Toshibumi; 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.

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.

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 behaviors of a toddler with multiple disabilities including cortical visual impairment. Training components were implemented by the mother during

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.

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.
 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.

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.

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.

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.

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.

Cobb, Rory
Harnessing the benefits of online learning
*NB*, May 2011, No 65, p40-41
Looks at the transfer of a 6 day face-to-face course to an online delivery.

Holmström, Radhika
Seven up
*NB*, May/Jun 2013, No 86, p10-12
Summary of a report "Sight impaired at age seven: secondary analysis of the Millennium Cohort Survey". Using data from a large-scale detailed research project of 19,000 children born in 2000-2001 researchers were able to compare visually impaired children with their peers.
A recent survey uncovers some erosion of specialist services for visually impaired children despite the perception that education has been relatively unaffected by recent budget cuts.

Adam Ockelford describes his background and current work in musical development of children with visual impairments and children with autism and complex needs.

Artist and rehabilitation worker, Mary Parsons, has joined her two interests by looking at ways to make art accessible to people with sight loss.

Discusses the Government's green paper which will consult on SEN and disability issues in England and Wales.

A report of the conference held in October 2010 on equal access to museums for people with visual impairment.

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.

Review of inclusion of visually impaired children in USA and outlines core curriculum areas for this group.
**Articles ★ Visual Impairment: Education**

**Dunnett, Jenefer**

*Claire’s little room*

*Special Children*, October 1995, p27-31

Describes the use of a "Little Room" with a young girl who has a visual impairment and additional disabilities.

**McKenna, Billy**

*Sex matters*


 Discusses the issues surrounding sex education for deafblind people.

**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.

**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.

**Beechinor, Eileen**

*Educational inclusion for children with visual impairment in Ireland*


Describes the policies for educating visually impaired children in Ireland.

**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.

**Correa-Torres, Silvia**

*Ethics in educational research and the protection of human subjects*


Looks at the ethical aspects of doing research which involves people as subjects.
Articles ★ Visual Impairment: Education

in ‘t 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.

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.

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.

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.

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.

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.

Miyauchi, Hisae
Education of children with visual impairments in Japan: current conditions and issues
Describes the policies for educating visually impaired children in Japan.
Naomi, G Victoria & Tyagi, S K
Efficacy of optical devices in increasing reading speed of students with low vision
Students were tested on their ability to read aloud whilst using a variety of magnifiers.

Rodney, Peter (ed)
Self esteem: special issue
*The Educator*, Jul 2007, 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 Wolffe; Willian Rodriguez Polo and A Sai Baba Goud.

Tobin, Michael
Is research necessary?
Looks at the possible reasons and rationales for embarking on research into visual impairment.

Valera, Mary
Teaching mathematics: mainstream classteachers’ FAQs (most frequently asked questions)
Tips in the form of a FAQ from a teacher in Peru.

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.

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.

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
Describes the policies for educating visually impaired children in Sri Lanka and Pakistan.
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.

Armstrong, Jenni ... [et al]

Maths games
*Visability*, Spring 2005, No 43, p15-16
Ideas for adapting games to reinforce mathematics learning.

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.

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.

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.

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.

Scottish Sensory Centre
Let's get physical ... at the primary club!

Describes how a club was established to enable visually impaired children to participate fully in physical activities.

Chatterton, Joyce

Teaching daily living skills to visually impaired children

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.

Clamp, Sue

Producing mathematics GCSE examination papers in large print and Braille

Adapting mathematics examination papers for children who require large print, modified large print and Braille.

Clamp, Sue & Snee, Paul

Equipped for access

Looks at equipment which will help visually impaired children to learn mathematics.

Cole-Hamilton, Issy & Franklin, Anita

Mainstream experience

Secondary pupils with visual impairments (aged 11-16) were asked to discuss their experiences in mainstream schools, making friends and social activities.

Cross, Meriel

Becoming mates with magnifiers

The experiences and difficulties of teaching children to use Low Vision Aids (LVAs) by an orthoptist.

Holstein, Karen

Making literacy hour accessible

Describes the challenges of making literacy hour inclusive and accessible for children with visual impairments.
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.

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.

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.)

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.

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.

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.

Metcalfe, Georgina

**Getting it in focus**
*Visability*, Summer 1997, No 20, p27-28

Experiences of teaching photography to young partially sighted people.

Scottish Sensory Centre
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.

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.

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.

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.

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.

Wilson, Claire
**Numeracy resources for Moon users**
*Visability*, Summer 2000, No 29, p19
Numbers for moon users are explored.
Articles on Visual Impairment: Medical

**VI: Medical**

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.

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.

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.

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.

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.

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.

Scottish Sensory Centre
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.

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.

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.

McKillop, Elisabeth ... [et al]

**Problems experienced by children with cognitive visual dysfunction due to cerebral visual impairment: and the approaches which parents have adopted**


Provides a detailed account of the approaches which parents described as being helpful in the day to day care of their children with CVI.

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.

Sharplees, 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.

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.
Articles ✿ Visual Impairment: Medical

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.

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.

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.

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.

Wallace, Elizabeth Jane ... [et al]
Patient profile and management in advanced glaucoma
Study of patients in Fife with advanced glaucoma.

Bell, Ian
Speech and language therapy assessments
*Eye Contact*, Summer 1998, No 21, p8-10
Speech and language assessments for children with multiple disabilities.

Dutton, Gordon
Visual problems in children with brain damage
*Eye Contact*, Summer 1997, No 18, p13-14
Discusses the variety of visual problems that can occur in children with damage to the brain.

Scottish Sensory Centre
**Articles ★ Visual Impairment: Medical**

**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.

**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.

**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**

**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.

**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.

**Blaikie, Andrew & Cloke, Adam**

**Focus on ... Stargardt disease**
*Insight*, Jul/Aug 2009, No 22, p39
Description of the condition and how it affects children.

**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.
Articles ★ Visual Impairment: Medical

**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 & 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.

**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.

**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.

**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.

**Childhood Eye Cancer Trust (CHECT)**

**Retinoblastoma**


CHECT highlight the implications of retinoblastoma for parents and schools.

**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.
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.

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.

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.

Fielder, Alistair

**Retinopathy of prematurity**


Describes the progress in screening and treatment of retinopathy of prematurity in the UK and overseas.

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.

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.

Kaye, Sally

**Visiting the eye clinic**


Looks at how visits to eye clinics can be made less stressful for families and children.

Scottish Sensory Centre
Articles ★ Visual Impairment: Medical

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.

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.

Leeson-Beavers, Kerry

Alström syndrome

*Insight*, May/June 2013, No 45, p40-41

Advice and information from the Alström Syndrome UK support group.

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.

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.

Morgan, Joanna

Low vision passport


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.

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.
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.

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.

Stewart, Christine
Clowndoctors: slapstick and song
Insight, Jan/Feb 2006, No 1, p23-25
Play therapy for children with multiple disabilities and visual impairment in hospital settings.

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.

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.

Walsh, Lesley
Sense of calm
Insight, Nov/Dec 2007, No 12, p18-19
Use of pressure and joint compression techniques to effect calm on a young girl with communication difficulties and 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
*Insight*, May/Jun 2010, No 27, p39

Strategies for accommodating hearing aids and spectacles with children who need both.

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.

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.

Woodhouse, Maggie & Al-Bagdady, Mohammad

Practical approaches to vision in children with Down’s Syndrome

New approaches to helping children with down’s syndrome see as well as possible.

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.

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.

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.
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.

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.

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.

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.

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.

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.

**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.

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.)

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.

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.

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.

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.

Scottish Sensory Centre
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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.

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.

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.

Holmström, Radhika

Albinism explored

*NB*, December 2011, No 72, p36-40

Examines the applications of new research into use of Nitisinone.

Holmström, Radhika

All eyes on food

*NB*, July 2012, No 78, p22-27

Are oily fish a weapon in the fight against sight loss? Looks at the latest science on diet and how it affects eye health.

Holmström, Radhika

Amblyopia

*NB*, Nov 2009, No 47, p36-39

Discusses the importance of treating children with a "lazy eye".

Holmström, Radhika

Cataract crisis

*NB*, Jan/Feb 2014, No 90, p30-31

Reports on the bottleneck queue for cataract surgery and new research into cataracts.

Scottish Sensory Centre
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
**Colour vision deficiency**
*NB*, Mar 2008, No 27, p40-43
Describes what colour blindness is and how serious its effects are.

Holmström, Radhika
**Cornea update**
*NB*, April 2012, No 76, p36-39
Outlines the latest developments in treating corneal diseases and conditions.

Holmström, Radhika
**Deafblindness**
*NB*, February 2012, No 74, p36-40
Looks at new research into the 'third sensory disability'.

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.

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.

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

**Framework for training**
*NB*, Sept/Oct 2013, No 88, p40-42
Describes rolling out training for ophthalmic nursing staff to deliver AMD treatments.

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.

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

**Glaucoma**
*NB*, Mar 2009, No 39, p32-35
Overview of Glaucoma and looks at recent research.

Holmström, Radhika

**Glaucoma on the agenda**
*NB*, Jul/Aug 2014, No 93, p26-29

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.

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.
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

**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

**Light sensitivity**

*NB*, Apr 2009, No 40, p41-43

An overview of light sensitivity problems experienced by some people.

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.

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

**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

**Retinal tears and detachment**

*NB*, Jan 2010, No 49, p31-34

Explores the facts behind retinal tears and detachment.
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.

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
Seeing half the world
*NB*, Nov/Dec 2013, No 89, p22-24
Explains the complex condition homonymous hemianopia where the vision on one side is affected within the brain.

Holmström, Radhika
Seeing with one eye
*NB*, February 2011, No 62, p38-40
Discusses special problems presented by monocular vision.

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
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.

Holmström, Radhika
Stargardt's
*NB*, June 2012, No 78, p22-25
Investigates the most common form of macular degeneration in children.
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  
**Stem cells in focus**  
*NB*, November 2011, No 71, p37-40  
Separates the fact from the fiction in stem cell research.

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  
**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.

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.

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.

Jackson, Tim  
**Could new treatments stem vision loss?**  
*NB*, Jan/Feb 2014, No 90, p20-21  
An ophthalmic surgeon explains two new treatments for eye conditions: retinal implants and radiation for wet AMD.
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.

Lane, Alison
Training for visual field loss
NB, Nov/Dec 2013, No 89, p26-27
Discusses a training programme that examines visual field loss

Leeson-Beevers, Kerry
Focus on Alström syndrome
NB, Nov/Dec 2013, No 89, p28-29
Explains the possible symptoms of Alström syndrome which include cone rod dystrophy and nystagmus.

Majekodunmi, Olufunmi
All aboard the CVI (certificate of visual impairment) roadshow
NB, Sept/Oct 2013, No 88, p38-39
Follows a campaign to highlight the importance of certification and registration of visual impairment of their patients to medical staff.

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.

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.

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.
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.

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.

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.

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.

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.

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 …)

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.
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.

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.

Goodale, Mel & Milner, David
One brain: two visual systems
Describes work examining the functions of the dorsal and ventral streams.

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.

Kingston, Judith
Understanding retinoblastoma
*Visability*, Summer 1994, No 11, p4-6
Background information about retinoblastoma.
VI: Mobility

Brian, Ali S; Haegele, Justin A; Bostick, Laura

Perceived motor competence of children with visual impairments: A preliminary investigation

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.

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.

Casey, Hilary; Brady, Nuala; Guerin, Suzanne

‘Is Seeing Perceiving?’ Exploring issues concerning access to public transport for people with sight loss

This research examined the needs and experiences of people with sight loss regarding access to bus and rail services in a large urban area in Ireland.

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

Results of research into the mobility needs of children being educated in mainstream schools.

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

Looks at the wayfinding techniques preferred by visually impaired people, comparing verbal directions with tactile maps.
Articles ☆ Visual Impairment: Mobility

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.

Gardiner, Ann & Perkins, Chris
'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.

Gray, Colette
Support for children with a visual impairment in Northern Ireland: the role of the rehabilitation worker
Some findings from a large research project looking at the mobility, independence and lifeskills education available to children and young people aged 0-19. This reports on the services provided by rehabilitation workers only.

Gustafson-Pearce, Olinka; Billett, Eric; Cecelja, Franjo
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.

Gustafson-Pearce, Olinkha; Billett, Eric; Cecelja, Franjo
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.

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
Shared-space is a type of planning of public spaces where boundaries for pedestrians and drivers are removed. The concept is that traffic is forced to behave cautiously usually enabled by eye contact between drivers and pedestrians. The article lays out the issues faced by visually impaired people.

Havik, Else M; Steyvers, Frank JJM; Kooijman, Aart C; Melis-Dankers, Bart JM
Accessibility of shared space for visually impaired persons: A comparative field study
Looks at how easily people with visual impairments can navigate in shared spaces where pedestrians and vehicles rely on eye contact to negotiate access.
### Articles ✹ Visual Impairment: Mobility

**Jones, Tim**  
**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.

**Jones, Tim & Jain, Juliet**  
**Examining the experiences of sight-impaired travellers: the next station stop?**  
Looks at barriers to accessibility for visually impaired travellers in UK train stations.

**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**  
Study of adding an alert sound to hybrid and electric vehicles which are difficult to detect by sound normally.

**Magalhães, Alessandra T; Sankako, Andréia N; Braccialli, Lígia M P**  
**Strategies used by the children’s education teacher for orientation and mobility of the visually impaired student**  
A single case-study of a classroom teacher trying to support mobility skills in a young pupil.

**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?**  
Reports on an experiment conducted in a complex underground station using an infrared verbal guidance system in combination with tactile paving and the infrared verbal guidance system used alone.

**Miele, Joshua A; Landau, Steven; Gilden, Deborah**  
**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.

**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.
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.

Neuville, Emmanuelle; Izaute, Marie; Trassoudaine, Laurent

Wayfinding pilot study: the use of the Intelligent Public Vehicle by people with visual impairment


Intelligent Public Vehicles are small vehicles designed to transport one or two people from main public transport (eg buses, trams) to a specific location (eg hospital, shopping centre) via automatic guidance systems.

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 curriculum framework


Results of research into the mobility needs of children being educated in mainstream schools.

Petrie, Helen; King, Neil; Burn, Anne-Marie; Pavan, Peter

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.)

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.

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.

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.
**Articles ➷ Visual Impairment: Mobility**

**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.

**Echolocation: the parents' view**


RNIB speak to a few parents whose children spent some time recently with Dan Kish learning echolocation techniques.

**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.

**Bent, Terri-Ann**

**Habilitation skills**

*Insight*, May/June 2014, No 51, p20-21

A mobility specialist talks about her role in preparing a student for work experience.

**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.

**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.

**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.
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.

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.

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.

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.

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.

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.

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.
Articles ✿ Visual Impairment: Mobility

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.

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.

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.

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.

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.

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.

Norman, Elaine & Stanley, Debbie

**Habilitation skills**  
*Insight*, Mar/Apr 2014, No 50, p10-11

Fun ways to motivate children to get up and about.

Scottish Sensory Centre
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.

Rendle, Benjamin
Dogged 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.

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.

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.

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.

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.

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.
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<th>Author(s)</th>
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<td>Pogrund, Rona L &amp; Rosen, Sandra J</td>
<td>Preschool blind child can be a cane user</td>
<td><em>Journal of Visual Impairment &amp; Blindness</em></td>
<td>Nov 1989</td>
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<td>Approaches to encourage very young children who are visually impaired to learn cane skills.</td>
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<td>A study of the motor development of visually impaired children compared with sighted children.</td>
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<td>A study of the long-term use of alternatives to long-canes.</td>
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<td>Tellevik, Jon M; Martinsen, Harald; Storlilokken, Magnar; Elmerskog, Bengt</td>
<td>Development and evaluation of a procedure to assess mobility route learning</td>
<td><em>Journal of Visual Impairment &amp; Blindness</em></td>
<td>Apr 2000</td>
<td>Vol 94</td>
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<td>A study of how orientation and mobility instructors help visually impaired children to learn routes.</td>
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<td>Barker, Peter</td>
<td>Shared surfaces: a growing menace</td>
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<td>Highlights the problems for visually impaired pedestrians in using &quot;shared surfaces&quot; where pavement and road becomes a shared area and important orientation features are therefore removed.</td>
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<td>Bird, James</td>
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<td>Discusses the potential use of GPS to help visually impaired people navigate.</td>
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<td>Bisson, Angie</td>
<td>What I do: Angie Bisson, mobility and independence specialist in education</td>
<td><em>NB</em></td>
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<td>Talks about how mobility and independence skills are delivered at the Royal Blind School Edinburgh.</td>
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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.

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.

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.

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.

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.

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.

Mobility the hard way (Parent’s column)
A parent's experience of wheelchair mobility issues for a young person with a visual impairment.
Avery, Robert
Future of training in mobility and orientation in the UK
Looks at the training of orientation and mobility professionals in the UK.

Mittal, A K
Orientation and mobility practices in India
An overview of orientation and mobility practice in India.

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.

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.

Aplin, Geoff
Moving with the times
*Visability*, Summer 1997, No 20, p5-7
An approach to teaching mobility skills to visually impaired children.

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.
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.

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.

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.
VI: Technology

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.

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.

Comparison between reading from paper and computer screen by children with a visual impairment


Report on experiments to determine what differences were experienced by children with low vision reading from a computer screen and paper.

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.


Shows how the development of visually impaired children can be guided by using knowledge of the perceptual and cognitive processes available to them.

Technical assessment of software usability with reference to screen readers for the Graphical User Interface (GUI)


Looks at assistive technology and how it copes with graphical user interfaces such as Windows as opposed to character based interfaces such as DOS.
Jansson, Gunnar; Juhasz, Imre; Cammilton, Arina

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.

Jehoel, Sandra; McCallum, Don; Rowell, Jonathan; Ungar, Simon

Empirical approach on the design of tactile maps and diagrams: the cognitive tactualisation approach


Describes three studies into design issues surrounding tactile map-making.

Jones, Rob

Teaching internet skills to pupils with a severe visual impairment


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.

Papadopoulos, Konstantinos S & Goudiras, Dimitrios B

Accessibility assistance for visually-impaired people in digital texts


Looks at how effectively visually impaired children handle electronic texts, including issues surrounding colour/contrast font size and glare.

Parkes, Don

Tactile audio tools for graphicacy and mobility “A circle is either a circle or it is not a circle”


Looks at some computer programs designed to create useful tactile graphics.

Petrie, Helen ... [et al]

MoBIC: an aid to increase the independent mobility of blind travellers


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.

Sales, Anthony; Evans, Shirley; Musgrove, Nick; Homfray, Richard

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.
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.

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.

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.

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.

Scottish Sensory Centre
Articles ☀ Visual Impairment: Technology

Farnsworth, Adrian

**Whiteboard access**


Outlines strategies for improving the accessibility of whiteboards for children with visual impairments.

Griffiths, Steve

**What’s in a voice?**


Looks at the issues associated with synthesised computer voices.

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.

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.

Jennings, Julie

**ICT in the early years**


Discusses the place of ICT in the early years.

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.

Scottish Sensory Centre
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.

Lumley, Peter
Braille, buns and stink bombs
Insight, Jul/Aug 2007, No 10, p20-22
Follow-up on a young girl making progress with Braille and beginning to use a computer.

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.

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.

McNaught, Alistair
Assistive technology that doesn’t cost the earth
Insight, Jul/Aug 2010, No 28, p25-27
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.

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.
Articles ★ Visual Impairment: Technology

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.

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.

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.

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

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.

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.

Scottish Sensory Centre
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.

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.

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.

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.

Cryer, Heather  
**Curling up with an eBook**  
*NB*, Apr 2009, No 40, p30-33  
Looks at the accessibility of electronic books.

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.

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.
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.

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

Taste for Android

NB, October 2012, No 82, p27-29
Looks at the Android side of the mobile technology market.

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).

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.

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**

**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.

**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.

**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.

**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.

**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.

**Wilson, Claire; Whittle, Tom; Williamson, Nick**

**Moon for the twenty-first century**


**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?
Allen, Tony  
**Technology in schools**  
*Visability*, Spring 1998, No 22, p7-9  
Describes a computer facility for visually impaired pupils in one school.

Brown, Norman  
**CCTV microscope and its uses**  
Describes uses for a CCTV microscope for both sighted and visually impaired pupils.

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.

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.

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.

Griffiths, Steve  
**What is access technology?**  
A rundown of the types of technology available to provide accessibility for visually impaired people.
McGhie, Catherine

Changing times

*Visability*, Spring 1998, No 22, p32-34

A review of technology available to visually impaired pupils in the 1990s.

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.

Whitney, Gill

Orientation devices

*Visability*, 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 ★ Dual/Multisensory Impairments**

**D/MS: General**

- **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.

- **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.

- **Côté, Lise; Dubé, Micheline; St-Onge, Myreille; 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.

- **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).

- **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
Discuss 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.

Anderson, Colin
Choosing a healthy life
Looks at the issues faced by deafblind people in trying to pursue a healthy lifestyle.

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.

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.

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.

Fässler, Shannon

**Shannon's story**

Describes the ways in which a teenager has coped with the quick onset of Usher syndrome which began when she was 11.

Krijger, Femke

**Healing touch**

Discusses the benefits of massage and relaxation for people with acquired deafblindness.

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.

Saltnes, 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.
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.

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.

Yeates, Pippa
Hello, my name is Pippa (CHARGE)
Talking Sense , Summer 2014 , p36-37
Outlines two new research studies of people with Usher.
D/MS: Communication

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.

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.

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.

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.

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.

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.
Dammeyer, Jesper

**Congenitally deafblind children and cochlear implants: effects on communication**


A study of the benefits of cochlear implants in children 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.

Anderson, Colin

**Conversation with Daniel**


Assessment and communication with a child who has limited sight and hearing.

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.
D/MS: Education

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.

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.

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.

MacFarland, Stephanie Z C
Teaching strategies of the van Dijk curricular approach
Describes the van Dijk curricular approach to teaching deafblind pupils.
Articles  ●  Dual/Multisensory Impairment: Education

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.

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.

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.

Get set, sail

*Talking Sense*, Summer 2013, p36-37
Looks at the value of sailing as an activity for deafblind people.

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.

Brotherdale, Nicola

Bridge to Archie

How to make the school experience meaningful for multi-sensory impaired children.

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.

Scottish Sensory Centre
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
**Transition: a new journey begins**
Looks at transition issues for people with multisensory impairments. Includes some personal stories.

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.

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, 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.

Coleman, Cathy
**Let the sun shine**
School leaver James has many difficulties and his mum Cathy describes their search for a suitable placement.

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.
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.

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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.

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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.

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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.

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Mairs, Kate

**Climbing the wall**

*Talking Sense*, Spring 2013, p34-35

Describes a programme of climbing sessions for deafblind people in the Midlands.

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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.

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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.
Murdoch, Heather & McMinn, Rosie

Rhythm of learning

Talking Sense, Summer 2011, Vol 58 (2), p21-23

Looks at the part played by music and rhythm within the MSI curriculum at Victoria School MSI Unit.

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.

Peters, Jane

Low incidence, special skills

Talking Sense, Summer 2008, Vol 54 (2), p21

Describes a 7-day practice-focused course for staff working with children with multisensory impairment.

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.
Identification of congenital deafblindness

Dammeyer, Jesper


Study of CHARGE Syndrome in the UK

Deuce, Gail; Howard, Simon; Rose, Steve; Fuggle, Chris


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

Wahlqvist, Moa; Möller, Kerstin; Möller, Claes; Danermark, Berth


A study of people with Usher and their experience of social exclusion and the effect it has on their mental and physical health.

Growing up with hearing and sight loss

Guest, Mary


Tips on how to recognise the signs of Usher Syndrome.

Retinitis Pigmentosa and progressive hearing loss

Karp, Adrienne & Santore, Frances


An overview of Usher syndrome.

Alström syndrome

Holmström, Radhika

*NB*, October 2009, No 46, p46-49

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.

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.

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).

Jagger, Dan

**Alström syndrome**


Factfile on this condition which includes multi-sensory impairment.
Todd, Hilary

Time for sleep


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.
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.
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.
Articles ● Additional Support Needs: Education

ASN: Education

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.

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.

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.

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.
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.
**ASN: Sensory**

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.

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.

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.

Hirstwood, Richard

*Communication in multi-sensory rooms*

*Focus*, Feb 1998, No 23, p20-31

Discusses communication options within the multisensory room.

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.

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.
Longhorn, Flo
**Parachute play from Flo Longhorn**
Ideas for incorporating parachutes into play sessions with children with MDVI. Parachutes can be purchased or made.

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.

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.

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.

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.

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.