

## **LIBRARY RESOURCES**

### **PARENTING: BOOKS**

#### **P-1 & P-2 Needs of Emotionally Disturbed Hearing Impaired Children**

A Special Study Institute Sponsored by: Bureau for Physically Handicapped Children  
New York State Education Department and Deafness Research & Training Center New  
York University

This monograph grew out of a Special Study Institute on the needs of Emotionally Disturbed Hearing Impaired Children sponsored by the New York State Education Department, Bureau for Physically Handicapped Children and New York University's Deafness Research & Training Center. We want to express our deep appreciation to Dr. Richard G. Hehir, Mr Joseph Piccolino, and Dr. Beatrice Jacoby for making possible the Institute and this monograph. We also want to think all of the speakers, discussion leaders and participating administrators who contribute to the achievements of the Institute.

In the monograph we are taking a broad look at the problem of emotional handicaps in deaf children. What kinds of preventive mental health programs will reduce the incidence and the severity of emotional handicaps? To what extent are emotionally handicapped deaf children presently accommodated in existing educational facilities? What kinds of services are they receiving? What else do we need to do to ensure that every child has a suitable educational program?

In the chapters that follow, these questions are viewed from many perspectives-residential and day schools for deaf children, integrated Board of Cooperative Educational Services programs, psychiatry and community mental health facilities, State Education and Rehabilitation departments. Although the contributors are involved in programs in New York State, we believe that the issues that they have identified and the solutions suggested are not unique to the children in that the state but are relevant to all hearing impaired children with emotional problems.

Through out the papers and the discussions that followed, one central theme emerged. The group of deaf children who are characterized as emotionally handicapped is so heterogeneous that no one type of setting and no one curriculum in a setting could

possibly serve adequately the needs of all the children. The provision of many types of educational alternatives is a necessity.

### **P-3&4 Let The Sunshine In Learning Activities for Multiply Handicapped Deaf Children Part 1 &2**

**by Foster, Levy, Cullison**

The books Learning Activities for Multiply Handicapped Deaf Children, Part I and Part II, were written to stress an individual approach to learning.

The authors, in the eleven units of study tried to incorporate the following categories:

Social training, Time, and Money. These categories were chosen by the authors as areas of learning that were important for life.

New vocabulary in each unit is introduced by means of a total communication approach to learning. That is, introduced by manual signs, fingerspelling or drawings, and within each units children have various tasks to complete.

Each unit is preceded by instructions for the teacher with suggested field trips and practical activities. We cannot stress the importance of the following suggestions, for unless these units are taught along with real life experience meaningful learning will not take place.

We are extremely grateful to the National Association of the Deaf for their permission to reproduce the pictures of the manual sign language from their book "A Basic Course in Manual Communication", and to Mike Slover who drew some of the signs which were not printed in the N. A. D. book. Without these people it would have not been possible to use the total communication approach in these workbooks.

*The books are bound so that they can be broken apart as individual books.*

## **P-5 Let Our Children Go An organizing Manual For Advocates And Parents**

**by Douglas Biklen**

Let Our Children Go describes how parents of children with disabilities, and their allies, can fight for their own needs and rights. If you Question why some children have been sent off to remote institutions, or why so few children with disabilities attend day care centers and regular public schools, or why special classes are often placed in school basements or in “special” isolated schools. Then this book is for you If you are an advocate for change, you can use this book for manual action.

Advocacy is an independent movement of consumers (parents and children) and their allies to monitor and change human service agencies. Advocacy means moving bureaucracies. This book attempts to describe how to do it-the basic steps to successful organizing.

## **P-6 Active Parenting Today**

For Parents of 2to 12 year olds

Michaek.Popkin, Ph.D.

## **P-7a,b You And Your Deaf Child A Parent Information Kit**

by Members of the Ontario Association of the Deaf and the Ontario Cultural Society of the Deaf

Who are we? Once we were deaf children, just like your deaf child. Now we are Deaf adults. We have gone through our childhood and adolescence and young adulthood as Deaf people, and we would like to share that experience with you, because it’s the path that your deaf child will walk as well.

This kit is our way of making contact with you. It is designed to let you know our experiences and viewpoints as Deaf people, and to give you some insights that may help you raise your deaf children to be happy, productive, bilingual, independent adults We know you love your deaf child and want only the best for him or her. So do we. We hope you will find the information in this kit worthwhile to your family.

**P-8 How Babies Are Made**

by Andrew C. Andry and Stephen Schepp Illustrated by Blake Hampton

**P-9a,b They Grow In Silence The Deaf Child and His Family**

by Eugene D. Mindel and McCay Vernon With a Foreword by Roy R. Grinker, Sr

Dr. Eugene David Mindel is a child psychiatrist who spent three years participating in research on deaf children and their parents. He is actively engaged as a consultant to programs dealing with deaf children as well to programs dealing with children with sight handicaps and a wide range of other physical and emotional disorders. As director of a large child psychiatry clinic, Dr. Mindel has been able to view the problems of the deaf child and his parents from a wide background of experience.

Dr. McCay Vernon is a psychologist who has attained international prominence as a writer and researcher on the psychological aspects of deafness. Even more importantly, his marriage to a deaf woman and his years as a teacher, clinician, and member of the deaf community give a depth to *They Grow in Silence* which exceeds that of other publications on deafness. As editor of the *American Annals of the Deaf*, author of over sixty articles and books, and collaborator in the Michael Reese Hospital research on deafness and mental illness. Dr. Vernon's work has contributed to better programs for deaf children all over the world.

## **P-10 - The Education of the Deaf**

### Administrative and Professional Developments

#### **Richard G. Brill. EdD**

##### Biography

Richard G. Brill began his association with schools for the deaf at birth as he was born in the Mystic Oral School in Connecticut where his mother was a teacher and his father the principal. During his boyhood he lived in schools for the deaf in New Brunswick, Canada, Nebraska, and New Jersey. Dr. Brill holds an A. B. from Rutgers University in Political Science, an M. A. from the University of California at Berkeley in Educational Psychology, and the EdD from Rutgers University in Educational Supervision.

He was a classroom teacher of the deaf in Berkeley for five years, principal of a residential school in Virginia for two years (which were interrupted by serving as the Commanding Officer of a subchaser during World War II for three years), principal of a day school for the deaf in Newark, New Jersey, for three years, and an assistant professor at the University of Illinois for two years. Dr. Brill was selected to establish the California School for the Deaf, Riverside, where he has served as superintendent since 1951. For 12 years he taught a graduate course in administration to the National Leadership Training Program at California State University, Northridge.

Dr. Brill has also served as the president of the American Instructors of the Deaf, the Council on Education of the Deaf, and the Conference of Executives of American Schools for the Deaf, an Assistant Editor of *dsh Abstracts*, and has had over 40 papers published in professional journals.

Through the years Dr. Brill has served as a member of many advisory committees established by the Department of Health, Education, and Welfare, as well as on many other committees of professional organizations. He also served as a consultant on state plans for the education of the deaf to the states of Idaho, Utah, Texas, and Pennsylvania. In 1974 Dr. Brill was the invited guest of the Australian and New Zealand Association of Teachers of the Deaf at their convention in Melbourne, Austria.

## **P-11 Educational Strategies**

for the Youngest Hearing Impaired Children ( 0 to5 years)

**Marya P. mavilya**

**Bernadette R. Migone**

## **P-12 Deafness in Infancy and Early Childhood**

by Peter J. Fine, MD, Editor

The deaf child suffers from more than deafness. Often, he is the victim of neglect, too. The reason? Lack of understanding by physicians, teachers and even parents.

For centuries, deafness has generated controversy, conflict, curiosity-but above all, neglect. Doctors ignored deaf people; psychologists made few attempts to understand them; teachers simply threw up their hands at the thought of trying to educate a deaf child; parents quietly despaired.

Editor Peter Fine, MD, also admits having once been merely curious about deafness-that is, until he lost his own hearing at age 35. Then, his attitude changed to one of greater understanding, and this book is one result of that change.

### **P-13 Keeping Up With Your Deaf Children: A Group Discussion**

Public Service Programs Gallaudet College Washington, D. C.

Family Life Day\* was conceived as a program for deaf parents of hearing children. The objective was simple enough: to make available to these parents information on child psychology and child development, and to encourage deaf parents to discuss the challenges of parenthood. The program was presented in a series of lectures and panel discussions, with interpreters provided for each activity.

Special segments were offered for hearing parents of deaf children. One such segment was the discussion group, "Keeping Up With Your Deaf Children." After a one-half hour discussion, these parents were free to join sessions with deaf parents....a chance, as it were, to "see things as others see them," and to gain insights into the deaf adulthood that their children would reach someday.

Jane Grisham of Atlanta, Georgia, was chosen as a group leader for this discussion. Having seen her own deaf daughter to young adulthood, she could anticipate some of the hurdles yet to be faced by the parents of elementary school age.

In their discussions, these parents shared some of their discoveries of deafness through their deaf children. This booklet contains personal anecdotes shared in the discussion: some happy, some sad, some bitter sweet-all of them honest and human. The wisdom they have gained through living with deaf children and some of their suggestions for other parents of deaf children are in this booklet, too.

In order to present this material as a coherent whole and to clarify incidents illustrating specific categories, the editor has exercised some license, while still following closely the transcription of the discussion .

## **P-14 Areas of Need In Day Class Programs For Deaf Children: The Parent's Point of View**

### **Public Service Programs Lee Katz Editor**

In recent years regular public schools in the United States have increasingly become involved in educating deaf children in special classes. This trend is rapidly accelerating due, in part, to judicial decisions in several states and related new statutes regarding the responsibility of local school systems to provide appropriate educational opportunities for all children regardless of handicap. Because this type of class in regular public school systems is involving more and more deaf children, it was deemed important to develop some perspective on the areas of need as seen by families with deaf children in these day classes.

Accordingly, Gallaudet College, through a contract with the Convention of American Instructors of the Deaf and its affiliates, the International Association of Parents of the Deaf, brought parents together to look into problem areas common to families with deaf children in day programs. These proceedings present the points of view of eighteen parents who met in a two-day conference in Indianapolis, Indiana, meeting concurrently with the convention of the IAPD. The deliberations as reflected in this report hopefully convey the serious sense of purpose that the participants demonstrated. Possibly of equal importance, too, are the new contacts and resources absorbed by the parents and the deep sense of fellowship developed among members of this group. This undoubtedly will continue to have positive educational implications as resources and contacts continue to be utilized.

Gallaudet College once again wishes to express its appreciation to the Convention of American Instructors of the Deaf and its affiliate, the International Association of Parents of the Deaf, for their cooperative efforts in rendering a valuable service and contributing to the literature on deafness in the form of these proceedings.

## **P-15 The Deaf Child and His Family**

Proceedings of National Forum VI

**Edited by Glenn T. Lloyd**

It has been a unique pleasure for me to review the proceedings of this Forum which bespeak so well the commitment of the various bodies comprising the deaf community in bettering the lives of deaf people.

The Rehabilitation Service Administration has long been aware of the need to involve more fully the families of handicapped persons in their rehabilitation. Directions being taken within the deaf community to provide parents of the deaf children with greater opportunity to interact with professionals serving them and with deaf adults are vastly encouraging to vocational rehabilitation. The prominent role of families with deaf members on the vocational rehabilitation team along with professionals and deaf consumers as highlighted in this report is gratifying

Implementation of the Rehabilitation Act of 1973 with its mandate requiring that the most severely handicapped be served first is well underway. New provisions for vocational rehabilitation services to deaf individuals whose maximum vocational potential has not been reached will enable more severely handicapped deaf youth and adults to have the long-term specialized training they need. This is heartening to families that have despaired at ever seeing their severely handicapped deaf members become employed, better employed or functioning on acceptable levels in the home and in the community.

The Forum report is an important contribution to the available literature on deafness, especially on family involvement in the vocational rehabilitation of deaf people. The Rehabilitation Services Administration takes this means to express its appreciation to the individuals and organizations whose dedicated work made the Forum and this document possible.

## **P-16 Hearing Parents of Deaf Children**

**Jess Freeman King, bEd. D.**

**Jan Kelly-King, M.S.**

Freeman King, Ed., is a professor of Deaf Education and Sign Language Studies at Utah State University. He has been involved in preparation of teachers of Deaf children for 25 years in Texas, Mississippi and Utah. Prior to that, he has been a teacher of Deaf, supervising teacher and dean of students in residential programs for Deaf children in New Mexico and Louisiana. He has also been involved in research of sign language in Central America, Mexico, and the People's Republic of China.

Jan Kelly-King, M.S., is an advisor and instructor in Deaf Education and Sign Language Studies at Utah State University. She has been a teacher of Deaf children in the residential program in Mississippi as well as public school classrooms for Deaf children in Mississippi and Idaho. She has also served as a parent advisor for families with very young children who are Deaf and Hard of Hearing.

This book was written to introduce the basics of American Sign Language in a non-threatening manner to hearing parents of children who are deaf. It is the authors' wish that the contents of the text and the accompanying videotape will provide parents with a readily accessible starting point from which to begin their journey of learning a language that will provide dynamic and meaningful communication with the children who reflect their heartbeats.

*Buttle Publications, inc.*

## **P-17 Learning To Listen A Book For Mothers of Hearing Impaired Children**

**Edited by Pat Vaughan**

Six mothers of hearing-impaired children have written this book to share their personal experiences with others. The stories of their frustrations and joys, problems and successes, hopes and fears will be of interest to all parents of deaf and hard of hearing children.

The backgrounds of the families vary greatly. In some cases English is not the first language of the home; in others the mother works full-or part-time. In some families the hearing impaired child is the only child; in others there are a number of siblings. The problems that arise in all situations are examined through the different experiences of the mothers.

The auditory method, which all these parents used, comes to life in their descriptions of working and playing with their children and in the chapter written by teachers of the deaf. Other parents interested in this method will find a great deal of help and encouragement in this book.

Any individual working with a child who has a language problem, from whatever cause, will find the suggestions for activities, procedures, games, and books very helpful in stimulating language development

**P-18 Kid-Friendly Parenting with Deaf and Hard of Hearing Children A Treasury  
Of Fun Activities Toward Better Behavior**

**.Daria Medwid and Denise Chapman Weston**

For the parents of thousands of deaf and hard of hearing children, this step-by-step guide offers hundreds of ideas and methods that work with children ages 3 to 12. It provides scores of play activities to help parents enhance communication, solve problems, and strengthens relationships in skillful, fun ways. Also, parenting techniques are concisely presented to help parents set limits while avoiding power struggles and to help foster positive behavior changes. In addition, this manual provides information about special resources and support services.

For all the chapters with activities, experts (some deaf, some hearing), including 1. King Jordan, Jack Gannon, Merv Garretson, and others, offer their insights on the subject discussed. Designed for parents with various styles, Kid-Friendly Parenting is a complete, step-by-step guide to raising a deaf or hard of hearing child.

Daria Medwid is a child and family therapist and school consultant who works with deaf people in the Greater Boston, Massachusetts, area.

Denise Chapman Weston is a child and family therapist and consultant in North Attleboro, Massachusetts.

## **P-19 Starting Point A Resource for Parents of Deaf or Hard of Hearing Children**

The Canadian Hearing Society

As a hearing parent of a newly diagnosed deaf or hard of hearing child, you are understandably on a mission to discover everything you can about hearing loss. We, at the Canadian Hearing Society, know that most deaf and hard of hearing children—approximately 90%—are born to hearing parents and generally, these parents have virtually no knowledge of, or experience with, early childhood hearing loss. This may be the first deaf or hard of hearing child you've ever met.

Starting Point: A Resource for Parents of Hard of Hearing Children is intended to provide you with information, to address your initial questions and to direct you to additional reading and resources. It is not intended to be comprehensive. Quite simply, Starting Point is designed to introduce you to basic information and resources and to get you started on the road to making informed decisions that work for you and your family.

The good news is that there is a wealth of information awaiting you and what Starting Point hopes to do is connect you with the people, organizations and resources that can provide the support and experiences you're looking for in your quest for knowledge.

The Canadian Hearing Society hopes that you will make this handbook your Starting Point.

## **P-20 Cochlear Implants Resource Guide**

**Edited by Sherryl Eatmon & Carol Oram APSEA**

The Atlantic Provinces Special Education Authority (APSEA) is an interprovincial agency established in 1975 by joint agreement among the Ministers of Education of New Brunswick, Nova Scotia, Newfoundland and Prince Edward Island. APSEA provides educational services, programs, opportunities for persons between the ages of 0 and 21 who have a sensory impairment. As part of the service to children who are deaf and hard of hearing, APSEA is committed to the educational management and audiological support of children and their families who are exploring or who have chosen cochlear implant technology. Successful service provision is based on collaborative model and the development of individualized service plans involving the following agencies and professionals:

APSEA Staff Members

Audiologists and Speech/Language Pathologists in New Brunswick

Nova Scotia Hearing and Speech Clinic

Preschool Programs

School Districts/ Boards

## **P 21 Curriculum Guide Hearing- Impaired Children-Birth to Three Years-and Their Parents**

**Winifred H. Northcott, PhD., Editor**

This Curriculum Guide assumes that parents are partners of the schools and that they will participate actively in the design and implementation of a dynamic program to meet their own needs as individuals, marriage partners, and parents as well as those of their hearing-impaired infant or toddler from birth to three years of age.

The content of the “curriculum” evolves from the premise that the center of learning for every young child is in the home and that the child’s parents are his natural, informal teachers.

The challenge to a parent is to provide increased listening and learning opportunities for the child which relate to his activity at the moment and to his social experiences. The basic objectives for the child are (1) comprehension of language directed to him, most of which becomes meaningful because of situational clues; (2) increased motivation to listen and respond by appropriate activity; and (3) increased attempts at imitation and initiation of spontaneous expressive language, which receive positive reinforcement.

The Guide can then assist a parent’s counselor / teacher in developing individually prescriptive behavioral objectives for each child. The highlights of auditory and linguistic home stimulation and behavior management can then be described in a mother’s notebook, a child’s scrapbook, a teacher’s developmental log. By means of audio- video-taping, changes over a period of time can be identified for re-assessment and re-setting of objectives and activities designed to meet them.

**P-22 Pathways For Parenting**

Student Copy

**P-23 Child Growth and Development 1999**

Canadian Edition, Annual Edition

**Duskin/ McGraw-Hill**

One of over sixty-five volumes, each designed to provide convenient, carefully selected articles from some of the most respected magazines, newspapers and journals published today. Within the pages of this volume are interesting, well-illustrated articles by psychologists, educators, researchers, and writers providing effective and useful perspectives on today's important topics in the study of child growth and development.

**P-24 Understanding Children and Adolescents**

Third Edition

**Allyn and Bacon**

**P-25 Looking Back- Looking Forward**

Living With Deafness

**Anne Griffith**

**Dorothy Scott**

**P-26 (a,b 2 books English/French) BECAUSE LIFE GOES ON.../PARCE QUE LA VIE CONTINUE**

**Helping Children and Youth *live* With Separation and Divorce/Aider les Enfants et les Adolescents a *vivre* la Separation et le Divorce**

**Health Canada**

**P-27 THE DEAF CHILD IN THE PUBLIC SCHOOLS**

A Handbook for Parents of Deaf Children

**Lee Kratz**

**Steve L. Mathis, III**

**Edward C. Merrill, Jr.**

