

Section 8

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Section 8

Bibliography

8.1 Introduction

Here is a list of helpful reference materials, primarily on the topic of literacy for people with intellectual / developmental disabilities. The reference materials are listed according to the medium of the particular reference material.

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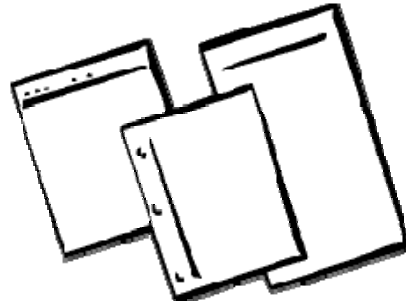
	Printed Materials
	Articles
	Online Documents
	Web Sites
	News Groups
	Software
	Publishers



Be sure to check out the Bibliography of the *SARC Supplementary Tutor Handbook*, too!

8.2 Printed Materials

PRINT



Community Living and Literacy: Resources for Improving Communication in Our Communities. The Canadian Association for Community Living. Toronto, ON: Roehrer Institute, 1999, 13 pp.



Dewsbury, Alison, Jennings, J. & Boyle, D. *Bridge Reading Handbook.* Toronto: OISE Publishing, 1983.

The Bridge Reading Program, a developmentally based teaching method that uses logographs, the pairing of words with pictures, for teaching prereading skills as well as the basic concepts of reading in the context of reading itself, is described in this handbook. The first two chapters contain background information, a rationale for the program, and an overview of it. Chapter three covers teaching Bridge reading, including organization of materials, classroom organization, teaching strategies, and the teaching structure of the program. Chapters four and five contain sample lessons covering the 10 levels of the program.. Chapter six presents the activities and games used in the program under the headings of language experience activities, comprehension activities, match-to-sample games, and language extension activities. Chapter seven covers the use of the program with the older nonreader, while the final chapter describes how the program can be used for the nonverbal or the severely intellectually handicapped person.



Dziwulski, Marg. *Developing Literacy Skills for Persons with Developmental Disabilities: Some Considerations*. Chapel Hill, NC: University of North Carolina, Clinical Center for the Study of Development and Learning, 1994.

This 47-page document discusses fundamental principles, assessment, and intervention strategies for promoting emergent and conventional literacy in individuals with developmental disabilities. Includes additional resources and recommended readings.



Gable, Robert A. & Warren, Stephen. *Strategies for Teaching Students with Mild to Severe Mental Retardation*. London: Jessica Kingsley Publishers, 1993, 300 pp.

Contributors highlight the need for the continuation of effective instruction for students with mild to severe mental retardation alongside instructional research into this field.



Hingsburger, Dave. *do? be? do?: What to Teach and How to Teach People with Developmental Disabilities*. Magog, PQ: Diverse City Press.

From his experiences, Dave discusses ideas about how we should be teaching people who have come to fear learning and expect failure. A continuation of the behaviour series. Diverse City Press Inc. produces and distributes inspiring and informational books, audio CD's and video tapes, dealing with persons with developmental disabilities, and a range of social issues.



Law, James A. & Palma Law, Josephine H. *MNEMOSYNTHESIS – A Trainer's Handbook for Whole Brain Cognitive Rehabilitation*. North Bay, ON: The Seven Arrows Learning & Rehabilitation Centre, Inc.

A synthesis of 13 years of research and hands-on experience in the exciting field of whole brain developmental learning. *Mnemosynthesis* has been recognized for its effectiveness in the requirement of cognition functioning. The Seven Arrows Learning Centre is an independent learning centre offering a structured supporting learning environment to moderate special needs students.



Lockert, Richard. *SARC Supplementary Tutor Handbook: Supporting Literacy for Persons with Intellectual / Developmental Challenges*. Saskatoon: Saskatchewan Association of Rehabilitation Centres, 2000.

The Saskatchewan Association of Rehabilitation Centres (SARC) developed this *Handbook* to be a useful reference guide for people working with adults with intellectual / developmental disabilities. This includes (1) volunteer tutors working one-on-one with learners through mainstream literacy programs, and (2) disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on. This 252-page *Handbook* is the product of extensive research of the existing literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from pilot agencies delivering literacy programming. Whenever possible, learners' words and the words of experienced practitioners are used in this *Handbook*. Sections include: The Learners, Advice to Tutors, Keys to Success, Assessment, Literacy Activities, Readings, Bibliography. The creation of the *SARC Supplementary Tutor Handbook* was made possible through funding from the National Literacy Secretariat, in partnership with Saskatchewan Post-Secondary Education and Skills Training, and the Saskatchewan Literacy Foundation, in partnership with SaskEnergy.



Logan Oelwein, Patricia. *Teaching Reading to Children with Down Syndrome: A Guide for Parents and Teachers*. Bethesda, MD: Woodbine House, 1995, 392 pp.

This book presents a nationally recognized reading program for children with Down syndrome which effectively meets each child's unique learning needs and style. The reading method and lessons presented here are specifically designed to be motivating, fun, and rewarding. Using flash cards, games, charts, and books, the program emphasizes that most children with Down syndrome are visual learners. Parents can customize lessons to capture their child's interest and set the learning pace to a level for greatest success. This step-by-step guide to reading allows parents to work with their child at home and helps them coordinate reading lessons with teachers, ensuring the continuity of their child's education year after year.





Nadel, Lynn & Rosenthal, Donna (Eds.). *Down Syndrome: Living and Learning in the Community*. New York, NY: John Wiley & Sons, 1995, 312 pp.

Provides cutting-edge, up-to-date information concerning Down Syndrome and the programs and services which are evolving to help people with this genetic disorder achieve their full potential in community life. Each section begins with a commentary by a young adult with the disease who describes feelings and accomplishments in his/her own words and offers advice. Comprised of seven parts including individual independence, family support, siblings, behavior, cognitive development, language acquisition, health care advances, education and employment opportunities.



Pringle, Janet. *Is it Plain?: A Manual for Plain Language Writers*. Calgary, AB: The Vocational and Rehabilitation Research Institute (VRRI), January 2001.

Plain language is communication that is understandable by the people for whom it is intended. Another term often used is reader-based language. This manual focuses on creating plain language materials for people with very limited reading skills. It is becoming particularly necessary as we move into an era when independence is being promoted and our old “let me do it for you” attitudes are changing. More people with developmental disabilities are living in the community, with decreasing staff support. The manual is intended primarily for people who want to communicate written information effectively to those with very limited reading abilities.



Wade, John Space. *Adult Basic Literacy and Numeracy for the Developmentally Challenged*. Waterloo, ON: The Waterloo County Board of Education, September 1995.



Wagner, J. *Constructing a Story-Based Literacy Program for Developmentally Challenged Adults..* St. Catherines, ON: Community Education Services Department of the Lincoln County Board of Education; the Reading Clinic of the Faculty of Education of Brock University; the National Literacy Secretariat; the Ontario Ministry of Education and Training and Skills, 1996.

8.3 Articles

ARTICLES



The following articles or papers were originally cited with:

- ➔ **AskERIC** (Educational Resources Information Center), a personalized Internet-based service providing education information to teachers, librarians, counselors, administrators, parents, and anyone interested in education.
- ➔ **ARIS** (Adult Education Resource and Information Service), a one-stop information service for advice and support on adult education, specialising in adult English language, literacy and numeracy.
- ➔ **Other sources.**

Wherever possible, abstracts for the articles are provided.



Browder, Dianne M. & Lalli, J. S., “**Review of Research on Sight Word Instruction,**” in *Research in Developmental Disabilities*, Vol. 12 (1991), pp. 203-228.

Research in Developmental Disabilities is aimed at publishing original research of an interdisciplinary nature that has a direct bearing on the remediation of problems associated with developmental disabilities. As the title suggests, this article examines sight word instruction for people with developmental disabilities. [ISSN: 0891-4222]

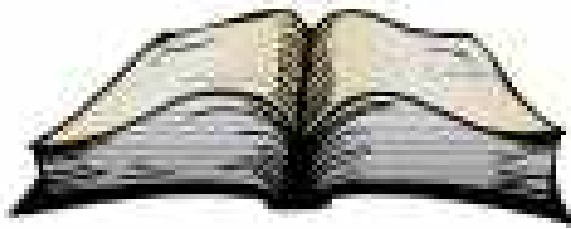


Clunies-Ross, Graham, **“Intellectual Disability – Language and Reading,”** in *The Right to Read: Publishing for People with Reading Disabilities*. Canberra: The National Library of Australia, 1991.



Driscoll, Coralie & Kemp, Coral, **“Establishing the Equivalence of Single Word Reading and Language in Children with Disabilities,”** in *Journal of Intellectual and Developmental Disability*, Vol. 21, No. 2 (1996), pp. 147-157, pp. 115-139/

Six boys with moderate intellectual disability were instructed in single-word reading and either picture labeling or simple reading comprehension. Subjects were assessed in all three skill areas. Results indicated that the four subjects who attained proficiency in trained tasks were successful in learning the untrained areas (a generalized response).





Dulac, G. & McCarthy, William F., *MSAD. 11 Adult Education for the Handicapped*. Gardiner Area School Administrative District MSAD 11. Augusta, ME: Maine State Planning Council on Developmental Disabilities, 1980, 52 pp.

Intended as a guide for implementation of an educational program for handicapped adults, this manual discusses essential components for an educational developmental disabilities program using an adult education delivery system. Materials are based on efforts of the MSAD (Maine School Administrative District) #11 to offer educational programming to developmentally disabled adults in the Gardiner area. Section 1 discusses responsibilities and composition of an advisory council. Needs assessment and initial program implementation are the focuses of the next section. In section 3 administration is covered, including facilities and transportation, staffing, budgets, and administrator responsibilities. Section 4 considers formulation of project goals, policies, and procedures. Section 5 focuses on a comprehensive delivery system. The MSAD 11 program of instruction is described which involves initial student evaluation, development of Individualized Education Prescriptions, and the stations approach to learning. Section 6 discusses pre-vocational in terms of MSAD 11's prevocational program. Section 7 provides a curriculum content outline with these major skill areas: self-help, motor developmental, receptive oral language, reading expressive oral language, writing, expressive and receptive nonverbal language, cognitive, daily living, personal/social, occupational guidance preparation, and life coping. The final section is an interview with a literacy instructor.



Farrell, Margaret E., “**Literacy Skills of the Intellectually Disabled**,” in *Open Letter: Australian Journal for Adult Literacy Research and Practice*, Vol. 1, No. 2 (1990), pp. 14-26.

A group of 21 adults with moderate intellectual disabilities were administered language assessment, reading, spelling, informal writing, and phonics tests. Most had difficulties with oral language, memory, and psycholinguistic or psychomotor skills. Opportunities to talk with skilled language users about written text were important to developing reading and listening comprehension skills.





Farrell, Margaret & Elkins, John, **“Literacy for All?: The Case of Down Syndrome,”** in *Journal of Reading*, Vol. 38, No. 4 (December 1994 / January 1995), pp. 270-280.



Hedrick, Wanda B., Katims, David S. & Carr, Norma J., **“Implementing a Multimethod, Multilevel Literacy Program for Students with Mental Retardation,”** in *Focus on Autism and Other Developmental Disabilities*, Vol. 14, No. 4 (Winter 1999), pp. 231-239.

Nine elementary students with mild to moderate mental retardation were taught to use a balanced, multimethod, multilevel language arts framework that blended phonics and basal instruction with holistic and contextualized approaches. Children made gains in word identification and reading comprehension strategies, metalinguistics, written language, and confidence in the written word.



Journal of the Association for Persons with Severe Handicaps (JASH), Vol. 24, No. 1 (Spring 1999).

Articles in this issue are: Farewell & Welcome Editorials; Literacy Before and After Inclusion; Community Experiences of Adults with Developmental Disabilities; Parent Perceptions of Siblings’ Interactions; Comparison of Day Programs; Survey of Secondary Level Teachers on Inclusive Education. (ISSN 0274-9483)



Katims, David S., **“Literacy Instruction for People with Mental Retardation: Historical Highlights and Contemporary Analysis,”** in *Education and Training in Mental Retardation and Developmental Disabilities*, Vol. 35, No. 1 (March 2000), pp. 3-15.

This article reviews historical highlights of literacy education for people with mental retardation over the last 200 years. The second part investigates the current state of literacy instruction as represented in a sample of contemporary professional special education textbooks pertaining to descriptions of academic characteristics, assessment procedures, and instructional procedures.



Katims, David S., “**The Emergence of Literacy in Elementary Students with Mild Mental Retardation**,” in *Focus on Autism and Other Developmental Disabilities*, Vol. 11, No. 3 (Fall 1996), pp. 147-157.

This study examined effects of immersing four primary grade students with mild mental retardation in a literacy-rich environment. A variety of instructional strategies was used to assist students in understanding stories read aloud by adults, developing decoding skills, and developing prereading/writing skills. Results indicated the students made measurable progress.



Katims, David S. *The Quest for Literacy: Curriculum and Instructional Procedures for Teaching Reading and Writing to Students with Mental Retardation and Developmental Disabilities*. MRDD Prism Series, Volume 2, 2000.

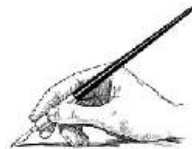
The second volume in MRDD's Prism series is a practitioner-oriented monograph presenting an optimistic perspective on outcomes for emerging readers with mental retardation. The text includes many practical strategies for assisting students with developmental disabilities to gain meaning from text and to communicate in written form. This monograph presents a collection of methods, materials, and techniques for assessing and teaching students with mild to moderate mental retardation to become successfully literate. Part 1 offers a foundation for literacy instruction and considers whether students with mental retardation can learn to read and write, the existence of multiple ways to teach literacy, characteristics of a teacher with a progressive literacy perspective, and evidence of literacy achievement for students with mental retardation. Part 2 focuses on literacy assessment including reasons for assessment, the important stages of literacy development, and assessment techniques and devices. Part 3 is on teaching word identification and comprehension strategies to students with mental retardation and also discusses what teachers must know about the English language to teach reading. Part 4 addresses the teaching of writing strategies to this population with specific consideration of the nature of writing, how students with mental retardation progress in writing, and how teachers can help students improve their expressive writing. The final section offers analysis of an example of a successful classroom.



King-DeBaun, Pati. *Using Stories to Promote Beginning Communication / Language and Emergent Literacy Learning.*

Paper presented at the 20th Annual Southeast Augmentative Communication Conference, Birmingham, AL, October 1-2, 1999.

This paper discusses how to use stories to promote beginning communication and language in students with severe communication and/or cognitive impairments. It describes a layering approach for building emergent literacy and augmentative and alternative communication skills. This layering approach is used with professional staff to introduce strategies or layers of facilitation techniques including technology in a gradual manner. The approach is designed to allow consultants to address the needs of a broad range of students, reinforce layers that already exist within a particular classroom or program, and/or compliment or move the facilitator to the next level or layer of implementation techniques. The paper begins by providing general philosophies on using stories to support language and literacy development and then describes the following layers for implementing aided-language stimulation techniques: (1) supported story retelling; (2) supported story readings; (3) independent story readings; (4) supported story construction; and (5) skill development, including word matching, phrase matching, phonemic awareness, and recognizing punctuation. Strategies for using books for learning in inclusive settings are also addressed.



Koppenhaver, D.A, Coleman, P.P., Kalman, S.L. & Yoder, D.E., “**The Implications of Emergent Literacy Research for Children with Developmental Disabilities,**” *American Journal of Speech-Language Pathology: A Journal of Clinical Practice*, Vol. 1, No. 1 (1991), pp. 38-44.

Reviews research in the emergent literacy of nondisabled children and the home and preschool environments of children with developmental disabilities. Draws implications for parents, practitioners, and researchers.



Lalli, Joseph S. & Browder, Diane M., “**Comparison of Sight Word Training Procedures with Validation of the Most Practical Procedure in Teaching Reading for Daily Living,**” in *Research in Developmental Disabilities*, Vol. 14, No. 2 (March-April 1993), pp. 107-127.

The effectiveness and efficiency of stimulus fading, stimulus shaping, time delay, and a feedback only procedure were compared in teaching three adults with moderate developmental delays sight words. Results showed no clear advantage for any one procedure. The benefit of conducting a preliminary evaluation of instructional procedures during controlled training is discussed.



Love, Kristina, Clarke, Libby, Ryan, Jan & Love, Anthony, “**Adult Literacy in the Rehabilitation Process: Issues Across the Systems,**” in *Open Letter: Australian Journal for Adult Literacy Research and Practice*, Vol. 4, No. 1 (1993).



Marshall, Margaret, “**What Can I Read? Resources for Adults with an Intellectual Disability,**” in *The Right to Read: Publishing for People with Reading Disabilities*. Canberra: The National Library of Australia, 1991.



Mefferd, Peggy E. & Pettegrew, Barbara S. “**Fostering Literacy Acquisition of Students with Developmental Disabilities: Assisted Reading with Predictable Trade Books,**” in *Reading Research and Instruction*, Vol. 36, No. 3 (Spring 1997), pp. 177-190.

Implements a literature-based instructional intervention using a series of high interest, predictable trade books. Engages students in story reading supported by teacher modeling of fluent reading, repeated and choral reading of predictable text, and use of multiple cues in written language. Indicates students gained in reading fluency and comprehension, sight vocabulary, and effective use of reading strategies.



Moni, Karen B. & Jobling, Anne, “**LATCH-ON: A Program to Develop Literacy in Young Adults with Down Syndrome,**” in *Journal of Adolescent and Adult Literacy*, Vol. 44, No. 2 (September 2000), pp. 40-49.



Newspapers in Adult Education: A Sourcebook. Product of the International Consultative Forum on Education for All. Paris: United Nations Educational, Scientific, and Cultural Organization (UNESCO) / World Association of Newspapers, 1998, 30 pp.

This sourcebook offers 10 examples of how partnerships between educators and newspapers can play an active role in preparing informed citizens and in making adult education more attractive and effective. The examples are drawn from newspaper-education partnerships in the following countries: Argentina, Cameroon, Mali, Mexico, the Netherlands, Norway, Sweden, South Africa, and the United States. Each project description explains what it is, who reads it, what it has achieved, what lessons have been learned, and who to contact. Projects are as follows: (1) Children Teach Their Parents to Read; (2) "News You Can Use" for Rural Africans; (3) Rural Realities in Local Languages; (4) A Book for the Price of a Newspaper; (5) Reading Newspapers with Newly Literate Adults; (6) Families Read and Learn Together; (7) Easy Reading for People with Intellectual Disability; (8) Easy Reading in English and Zulu; (9) Reaching Out to Immigrants; and (10) A Writing Program for Young Prisoners. Two sources of further information are listed.



Pierce, Patsy L. & Porter, Patricia B., "**Helping Persons with Disabilities to Become Literate Using Assistive Technology: Practice and Policy Suggestions,**" in *Focus on Autism and Other Developmental Disabilities*, Vol. 11, No. 3 (Fall 1996), pp. 142-146.

This article explores the use of assistive technology to teach basic literacy skills to individuals with disabilities. Literacy assessment and intervention techniques, policy issues related to literacy and assistive technology, and future directions are discussed. The importance of developing policy to ensure the delivery of literacy instruction using assistive technology supports is emphasized.





Reale, Robin. *Program Design for a Community-Based Literacy Program for Adults with Mental Retardation*. Paper presented at the Annual Meeting of the American Association on Mental Retardation. New Orleans, LA, May 24-28, 1999.

This brief paper describes a literacy program for adults with mental retardation in the Boston metropolitan region developed when more than 300 individuals formally requested literacy services. Several cognitive and literacy assessments were reviewed and implemented. No one assessment was found to be sufficient to assess ranges from pre-literacy to high school. The Brigance and Diagnostic Assessment of Reading (DAR) were found to be the most helpful in determining literacy level, learning style, and type of instruction. The most successful instructional approach included a combination of phonics and whole language. The single most significant variable in reading success was learning across settings more than once a week. Learners who received literacy help at home or at work in addition to classroom group instruction showed the most improvement in word meaning. Program participants gained from .5 to 2.5 grade levels in one year of instruction. It was concluded that adults with mental retardation have the greatest reading success when they follow the same steps in reading development as adults in community-based adult education programs.

ABC



Saint-Laurent, Lise, Giasson, Jocelyne & Couture, Carole, **“Parents + Children + Reading Activities = Emergent Literacy,”** in *Teaching Exceptional Children*, Vol. 30, No. 2 (November-December 1997), pp. 52-56.

Describes a program for parents and pre-school teachers that has produced positive results in emergent reading behaviours in young children with developmental disabilities. Essential program elements include parents as literacy role models, frequent and regular exploration of print, interactions with adults in reading situations, and family learning. Specific activities are suggested.



Saloviita, Timo, “**An Inclusive Adult Education Program for Students with Mild to Severe Developmental Disabilities: A Pilot Project in Finland,**” in *Developmental Disabilities Bulletin*; Vol. 28, No. 2 (2000), pp.27-39.

An inclusive, zero-reject adult education program supported students with mild to severe developmental disabilities in their participation in mainstream education in Finland in various institutions, such as vocational schools, institutes, and university faculties. While not formally enrolled as students of these institutions, they were allowed to participate. Their curricula were individually adapted, and they received support from program facilitators and student volunteers. Experiences of the first 15 students in the program indicated that students themselves, their families, and the program facilitators, although evaluations differed with settings, evaluated the program and its results positively.



van Kraayenoord, Christina E., “**Literacy for Adults with an Intellectual Disability in Australia (Changes in Literacy),**” in *Journal of Reading*; Vol. 37, No. 7 (April 1994), pp.608-610.

Describes the situation in Australia regarding literacy for adults with an intellectual disability. Discusses instruction for adults, reading materials and resources, and other issues.



van Kraayenoord, Christina E., “**Survey of Adult Literacy Provision for People with Intellectual Disabilities,**” in *Literacy Update*; Vol. 2 (November 1992).



8.4 Online Documents

ONLINE



Here are some online documents on the topic of literacy for persons with intellectual / developmental disabilities:



Beck, Kenneth N. & Hatt, Patricia. *Working with Learning Outcomes for Adults with Developmental Disabilities*. Toronto, ON: The Toronto District School Board, October 1999.

<http://www.nald.ca/fulltext/outcomes/index.htm>

This project examined existing literacy outcomes, conducted a literature search, and held focus groups with front-line literacy practitioners, adult learners and developmental workers and counsellors. The central purpose was to identify ways in which the “Demonstrations of the Learning Outcomes” could best enhance success for adults with developmental disabilities in literacy programs. Meanwhile, a major theme of the project was to maintain the integrity of literacy programs and to ensure successful literacy opportunities for adult learners’ individual growth and progress. This document presents sample Demonstrations. It reports the results of the “Demonstrations of the Learning Outcomes” to organisations and individuals representing the fields of literacy and developmental disabilities.





Kurtz, Alan, “**Literacy and Developmental Disabilities**,” *Facilitated Communication in Maine ...an Update*. Vol. 14, No. 1 (Winter 1995).

<http://www.umeais.maine.edu/~cci/fcmaine/litdd.html>

This is the newsletter of the “Facilitated Communication Project” of the Center for Community Inclusion at the University of Maine. This article is a short summary of the issues related to literacy for adults with developmental disabilities, with emphasis on facilitated communication. Special attention is given to the factors contributing to emerging literacy and reading in individuals with disabilities, including the roles of parents and professionals. The article includes references.



Lockert, Richard. *SARC Supplementary Tutor Handbook: Supporting Literacy for Persons with Intellectual / Developmental Challenges*. Saskatoon: Saskatchewan Association of Rehabilitation Centres, 2000.

<http://www.nald.ca/fulltext/sarc2/cover.htm>

The Saskatchewan Association of Rehabilitation Centres (SARC) developed this *Handbook* to be a useful reference guide for people working with adults with intellectual / developmental disabilities. This includes (1) volunteer tutors working one-on-one with learners through mainstream literacy programs, and (2) disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs and so on. This 252-page *Handbook* is the product of extensive research of the existing literature, discussion and exchange with literacy experts, practitioners, and some learners, and input from pilot agencies delivering literacy programming. Whenever possible, learners’ words and the words of experienced practitioners are used in this *Handbook*. Sections include: The Learners, Advice to Tutors, Keys to Success, Assessment, Literacy Activities, Readings, Bibliography. The creation of the *SARC Supplementary Tutor Handbook* was made possible through funding from the National Literacy Secretariat, in partnership with Saskatchewan Post-Secondary Education and Skills Training, and the Saskatchewan Literacy Foundation, in partnership with SaskEnergy.





Lockert, Richard & Coombe, Jeanette, “**Keys to Success: Literacy for Persons with Developmental Disabilities,**” in *Rehabilitation Review*, Volume 11, Number 10 (October 2000). Calgary, AB: The Vocational and Rehabilitation Research Institute.
<http://www.vrri.org/rhb10b00.htm>

This article was co-written by Richard Lockert of the Saskatchewan Association of Rehabilitation Centres (SARC) and Jeanette Coombe of the Vocational and Rehabilitation Research Institute (VRRI). *Rehabilitation Review* is published monthly by the VRRI Research Department with funding from the Alberta and Calgary PDD Boards. The article reviews four keys to literacy education success which have been significant for learners with intellectual / developmental disabilities. These are: specific tutor qualities, adopting learner-centred approaches, selecting appropriate written materials, and fostering networks of support and outreach.



Miles, Barbara, M.ED., “**Literacy for Persons who are Deaf-Blind,**” *DB-LINK Fact Sheet*. The National Information Clearinghouse On Children Who Are Deaf-Blind (January 2000).
<http://www.tr.wou.edu/dblink/literacy.htm>

This article discusses the importance of literacy for persons who are deaf-blind, the social function of literacy, and the conditions necessary for the development of literacy. Additional readings are suggested. Barbara Miles is a communication specialist/consultant and teacher, experienced with all ages and levels of persons who are deaf-blind. She has taught regional, national and international seminars on communication issues for children who are deaf-blind.





Gurry, Susan & Larkin, Anne , “**Literacy Learning Abilities of Children with Developmental Disabilities,**” in *Currents in Literacy*, Vol. 2, No. 1 (Spring 1999).

http://www.lesley.edu/academic_centers/hood/currents/v2n1/gurrylarkin.html

In this article, we will refer to research, both published and unpublished, and emerging practices in literacy interventions for children with developmental disabilities. We will define developmental disabilities and offer several definitions of literacy. We will describe some of the teaching practices which we have seen as successful and offer suggestions for educators based on our research and on the work of our colleagues.



Wordsworth, Scilla & Delany, Helen. *Public Libraries and Adults with Developmental Disabilities – Opportunities to Use Generic Services or Opportunities for the Personal Development of All Concerned? A Report on the Library Access Programme.*

Midland (Perth) Western Australia: Narkaling, Inc., April 1994.

<http://members.iinet.net.au/~narkalin/pages/publicat.htm>
<http://www.narkaling.com.au/>

In Australia, as in many countries, there has not always been an understanding nor a concern for members of the community who have an intellectual disability to have access to books and to public library services. There has been a widespread misconception that all people who have not learnt to read, will not want books. No one chooses to not learn to read, and inability to read should never be interpreted as either inability or lack of desire to learn and develop through books. The Library Access Programme (LAP) demonstrated that people with intellectual disability are no different in this regard. The importance of support became evident through the programme showing that most adults with intellectual disability will achieve more with the right type of support than without. This was confirmed by a survey of previous users who have stopped using libraries. The support needs not only to be informal and positive but also long term. The support offered by the programme was support in access, support in choice of materials and use of a library, and support in use of materials. The need for adult interest “Easy to Read” books and the dearth of material that is suitable for adults with intellectual disability to read was highlighted throughout the programme.

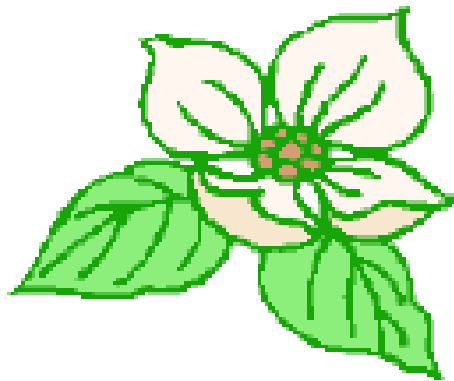


Williams, Jeremy & Williams, Gracie, **Just Like the Dogwood.**

Second Annual First Person Literacy Lecture. Presented at the 8th Symposium on Literacy and Disabilities. Research Triangle Park, NC, February 5, 1999

<http://www.gac.edu/~dkoppenh/dogwood.html>

This is a transcript of Jeremy Williams's "First Person Literacy Lecture" from the 1999 Symposium on Literacy and Disabilities. Jeremy is a young adult with Down syndrome, who describes his educational and literacy journey in this paper. He is an accomplished Special Olympian, a public speaker in some demand, and a Kennedy family scholar (having read and continuing to read everything he can find anywhere about the family). Jeremy began learning to write as an adolescent in high school. He uses writing as a form of thinking aloud on paper in his journal and as a form of communication in letters and notes with his mother, his family, and others. Gracie has spent a long and productive career as a speech-language pathologist, and augmentative communication (AAC) specialist, and assistive technology specialist in North Carolina, and now South Carolina. She has been instrumental in advancing the provision of AAC services to school-aged children in North Carolina and in establishing and maintaining the North Carolina Augmentative Communication Association as one of the best-organized and most active AAC state organization. Jeremy and Gracie agreed to share Jeremy's literacy and education journey at the 8th Symposium on Literacy and Disabilities.



8.5 Web Sites

WEBSITES



AAUAP – American Association of University Affiliated Programs for Persons with Developmental Disabilities

<http://www.aauap.org/>

UAPs are located at major universities and teaching hospitals in all states, the District of Columbia, the U.S. Virgin Islands, Puerto Rico and territories. UAPs target and engage in activities to support the independence, productivity, integration and inclusion into the community of individuals with developmental disabilities and their families.



The BVC Learning Web

<http://www.bvcriarc.org/learningweb/>

Blackstone Valley Chapter RI Arc is committed to opening up educational opportunities for adults and children with developmental disabilities. The BVC Learning Web is designed to provide interesting, stimulating and practical lessons in basic literacy. The web is specifically designed for people with developmental disabilities. The lessons are formatted to introduce new material at a measured pace that will allow learners to advance smoothly from level to level. It is designed to be challenging without being frustrating. We hope to use the tremendous resources of the Internet and computer technology to make learning a reality for people who truly want it. In the coming months new material at various levels will be added to the site. This site maybe used on a regular basis to augment other educational activities.

**Camphill Soltane**

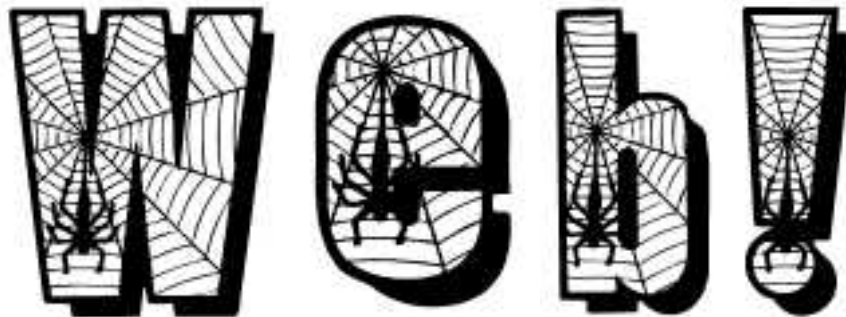
<http://www.camphillsoltane.org/>

Soltane Communities creates a comprehensive, therapeutic and supportive environment for individuals with developmental disabilities, ages 18 to 25. Established in 1988, Soltane Communities is a life-sharing, educational, intentional community for and with young adults with developmental disabilities. Resident volunteers (coworkers) and their families make their home together with individuals in need of special care in a beautiful, lively, rural community setting. Soltane Communities includes both Soltane College, which seeks to build a bridge from adolescence to adulthood for young adults ages 18-25, and Soltane Community Houses, which seek further independence through focus on the individual's vocational possibilities, interests and potential, providing open-ended, long-term residential living.

**Central England People First**

<http://www.peoplefirst.org.uk/>

Central England People First is a growing organisation with branches in Milton Keynes, Wolverhampton, Lincolnshire and throughout Northamptonshire. It is an organization run by people with learning difficulties in order to improve the lives of all people with learning difficulties. This site provides links to joining three mailing lists (Speak Up, Usupport, and EMPOWER) which bring together people who are part of, or who are interested in, the People First / self-advocacy movement worldwide.



**Centre for the Arts in Human Development**

<http://www.total.net/~aladdin/>

The *Centre for the Arts in Human Development* is an innovative program based at Concordia University in Montréal. The Centre utilizes the creative arts therapies and applies them to promote growth and development, at this time in people with intellectual and developmental disabilities. The *Centre for the Arts in Human Development* began in October 1996 and its program welcomed 21 participants from four vocational centers in Montreal on a part-time basis through April 1997. As a culmination of our first year's work, we arranged an outreach program, involving an art exhibition of the print works of our participants, an original musical full-scale theatrical production, which was an adaptation of the *Wizard of Oz*, and an educational research component involving school children's viewing the play and engaging in an interaction with the actors and a measurement of their attitude change after seeing people with disabilities perform in such a positive capacity. Our mission at the *Centre* is to provide exposure for university students to our client population as part of a mutual integrated learning experience, benefiting both.

**Closing the Gap: Computer Technology in Special Education and Rehabilitation**

<http://www.closingthegap.com/index.html>

Budd and Dolores Hagen, the founders of *Closing The Gap*, would like to welcome you to this Web Site. It is through their personal experiences raising a deaf child that *Closing The Gap* was created in 1983. Since that time Budd and Dolores have enjoyed sharing their experiences and insights with parents and professionals around the world. Computers are tools that can provide solutions to many problems facing people with disabilities today. *Closing The Gap, Inc.* is an organization that focuses on computer technology for people with special needs through its bi-monthly newspaper, annual international conference and extensive web site. The extensive, searchable Resource Directory is a guide to the selection of over 2000 of the latest computer related products for children and adults with special needs.



**Developmental Disabilities Research WebRing**

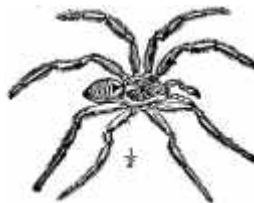
<http://www.matheny.org/institute/webring/index.htm>

The Matheny Institute for Research in Developmental Disabilities is currently forming the Developmental Disabilities Research WebRing, a circular thread of links among the websites of researchers in the field of developmental disabilities. This WebRing is intended as a resource for disabilities researchers; therapists, educators, healthcare professionals, and others who work with persons who have developmental disabilities; and individuals who have developmental disabilities and their families who often have little opportunity to learn about the “behind the scenes” role played by researchers.

**Gentle Teaching International**

<http://www.gentlelearning.com/>

This web page is designed as a resource to all who wish to learn about and practice Gentle Teaching under the leadership and mentoring of John McGee Ph.D. and the world wide community of Gentle Teachers. Gentle Teaching is a non violent approach for helping people with special needs and sometimes challenging behaviours that focusses on four primary goals of care-giving: (1) teaching the person to feel safe with us, (2) teaching the person to feel engaged with us, (3) teaching the person to feel unconditionally loved by us, and (4) teaching the person to feel loving towards us. Gentle Teaching is a strategy based on a Psychology of Interdependence that sees all change as being mutual and bringing about a feeling of companionship and community – symbols of justice and non-violence.





Hattie B. Munroe Barkley Memorial Augmentative and Alternative Communication Centers

<http://aac.unl.edu/csl/literacy.html>

Literacy information found on this site includes: (1) “Reference” lists about assistive software, literacy needs of students and teaching approaches and strategies for literacy development; (2) “Hardware and Software” provides brief summaries of assistive software and hardware tools; (3) “Literacy Links” takes you to other literacy resources across the age span; (4) assessment tools and resources are accessed by clicking the “Assessment” button; (5) included is literacy “Intervention” tools and resources; (6) read literacy software “Tutorials” and check outs; (7) “Frequently Asked Questions” are compiled for review; (8) the “Presentation Handouts” button offers a wide range of literacy topics; and (9) for a list of literacy software “Vendors”, click on the vendor links.



SERI – Special Education Resources on the Internet

<http://www.hood.edu/seri/serihome.html>

Special Education Resources on the Internet (SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to Special Education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links.



SNE – Special Needs Education Project

<http://www.hood.edu/seri/serihome.html>










The Special Needs Education (SNE) project is an Internet service providing resources for parents, teachers, schools, and other professionals, individuals, groups, and organizations involved in the education of students with special needs. The Special Needs Education project operates under the auspices of SchoolNet, a cooperative initiative of Canada’s provincial, territorial, and federal governments in consultation with educators, universities, colleges and industry.

8.6 News Groups

NEWS GROUPS



Here are some internet news groups where you can discuss issues related to literacy and people with intellectual / developmental disabilities:

-  [alt.education.disabled](#)
-  [alt.education.home-school.disabilities](#)
-  [alt.support.autism](#)
-  [alt.support.dev-delays](#)
-  [alt.support.learning-difficulties](#)
-  [bit.listserv.autism](#)
-  [bit.listserv.down-syn](#)
-  [k12.ed.special](#)
-  [misc.handicap](#)



8.7 Software

SOFTWARE



AutoSkill Reading Program

AutoSkill International Inc.

85 Albert Street (Suite 1000), Ottawa, ON K1P 6A4

(613) 235-6740 / (613) 235-2818 (Fax)

www.autoskill.com/index2.html

AutoSkill is a program that is designed to help people learn how to improve their reading abilities. The program offers a battery of tests to determine reading level. There are five different categories that the student can be tested under. Once tested, the student proceeds to training. This is similar to the testing, but the computer will keep track of the student's progress as he or she moves through the training. The software moves the student ahead or retains them at the current training level, depending on the student's progress. The concept of the program is based on the automaticity theory of speed and accuracy of response. The AutoSkill Reading Program has been successfully used by the Walkerton & District Literacy Council in a program of basic education / literacy appropriate for developmentally challenged adults.



**IntelliTalk II**

IntelliTools, Inc.

1720 Corporate Circle, Petaluma, CA 94954, USA

1-800-353-1107 / (707) 773-2001 (Fax)

info@intellitools.com<http://www.intellitools.com>

This revolutionary word processor from IntelliTools combines speech, graphics, and text in exciting new ways. Reading and writing can present formidable challenges – especially for student with disabilities. IntelliTalk II is designed to help students meet challenges and experience success by giving every student the support he/she needs. IntelliTalk II comes with pre-designed activities, writing templates, toolbars, and hundreds of picture items for you to use in your activities. We've provided a comprehensive Teacher's Guide with lesson plans adapted for different age groups. There are also step-by-step tutorials to introduce you to the program's features and show you how to use them to adapt your own curriculum. IntelliTalk II offers an array of features that make it easy to develop meaningful activities: speech options and auditory spell check reinforce letter and word recognition; auditory spell check lets students hear misspelled words and listen to alternative choices; on-screen palettes provide useful picture and text prompts that can be inserted into documents; expandable item library makes it easy for students to incorporate meaningful graphics into their document; customizable toolbars help students navigate through their document; locked text allows students to use teacher-made worksheets that can't be edited or erased.; built-in scanning and automatic overlay generation provide IntelliKeys and switch access; student portfolios make saving and monitoring students' work easy.



**Picture It**

Slater Software, Inc.

351 Badger Lane, Guffey, CO 80820, USA

(719) 479-2255/ (719) 479-2254 (Fax)

info@slatersoftware.com<http://www.slatersoftware.com>

Primarily designed as a teacher-tool, *Picture It* pairs pictures and text to help individuals with special needs understand concepts, increase language skills, and develop reading skills. The computer automatically finds the pictures that match the words you have typed. It is very quick, easy to use, flexible and versatile. Parents and service providers can make documents for students in any curricular area or for any activity. Its flexibility and versatility allows you to write stories, recipes, letters and notes, and make worksheets, communication boards, labels, behaviour plans and more. The pictures help students gain literacy skills and increase receptive and expressive vocabularies. Any curriculum can be adapted using *Picture It*, because materials can be presented at a level which the individual reader can understand. Includes over 1850 pictures in both black & white and color versions. Add even more ...clip art, photos, your special ones. These materials have been used successfully by individuals who have a wide range of needs, including moderate to severe cognitive delays, speech/language disorders, hearing impairments, learning disabilities, visual disabilities, fragile X, TBI, severe speech and physical impairments, autism, and English as a second language.



**Picture This**

Silver Lining Multimedia, Inc.

P.O. Box 2201, Poughkeepsy, NY 12601. USA

(845) 462-8714 / (845) 463-0437 (Fax)

info@silverliningmm.com

<http://www.silverliningmm.com/products.htm>

This easy-to-use CD includes 2400 high-resolution photos that can be used to create flashcards, lotto boards, activity picture schedules, and communication boards. It's also an excellent way to teach matching skills, reading skills, and receptive or expressive vocabulary. With a click of the mouse, labels can be added or deleted and pictures can be printed out individually or in arrays. Colourful, high quality photographs cover a broad range of categories: actions, animals, bathroom, bedroom, body, buildings, clothing, colors, electronics, emotions, food, furniture, holidays, household, kitchen, line art, music, nature, opposites, people, places, prepositions, room, sequences, shapes, sports, tools, toys, travel, and vehicles. The flash cards are great for picture schedules, communication boards, and for teaching matching skills, reading skills and receptive and expressive vocabulary.



8.8 Publishers

Here is a list of some publishers of educational and other materials. Some of these materials can successfully be used by adult learners with intellectual / developmental disabilities. Most publishers will send out free catalogues of their products, upon request.

PUBLISHERS



Curriculum Associates, Inc.

153 Rangeway Road / P.O. Box 2001
North Billerica, MA 01862-0901, USA

www.curriculumassociates.com

cainfo@curriculumassociates.com

Toll Free Order: 1-800-225-0248

Fax: 1-800-366-1158

“The teachers who
publish.”



Diverse City Press, Inc.

PO Box 738

Magog, PQ J1X 5C6

callawaydcp@hotmail.com

<http://www.diverse-city.com>

Order: (819) 868 3600

Fax: (819) 868 3600

Diverse City Press Inc.
produces and distributes
inspiring and informational
books, audio CD's and video
tapes, dealing with persons
with developmental
disabilities, and a range of
social issues.



**Inclusion Press International**

24 Thome Crescent
Toronto, ON M6H 2S5
inclusionpress@inclusion.com
<http://www.inclusion.com/>
Order: (416) 658-5363
Fax: (416) 658-5067

“Inclusion Press is a small independent press striving to produce readable, accessible, user-friendly books and resources about full inclusion in school, work, and community.”

**James Stanfield Co., Inc.**

P.O. Box 41058
Santa Barbara, CA 93140, USA
maindesk@stanfield.com
<http://www.stanfield.com>
Toll Free Order: 1-800-421-6534
Fax: (805) 897-1187

“Specialists in Special Education and School-to-Life Transition.”

**J. Weston Walch, Publisher**

321 Valley Street, P.O. Box 658
Portland, ME 04104-0658, USA
<http://www.walch.com>
customer_service@mail.walch.com
Toll Free Order: (800) 341-6094
International Order: (207) 772-2846
Fax: (207) 772-3105

“Supplementary materials to reinforce your curriculum.”

**Laureate Learning Systems, Inc.**

110 East Spring Street
Winooski, VT 05404-1898, USA
<http://www.lsys.com/>
customer-service@laureatelearning.com
Toll Free Order: (800) 562-6801
Fax: (802) 655-4757

“Special Needs Software.”





New Readers Press

P.O. Box 35888
 Syracuse, NY 13235-5888, USA
nrp@laubach.org
<http://www.newreaderspress.org>
 Toll Free Order: 1-800-448-8878
 Fax: (315) 422-5561

Order Information:

Laubach Literacy of Canada

70 Crown Street, Suite 225
 Saint John, NB E2L 2X6
laubach@nbnet.nb.ca
www.laubach.org
 Order: (506) 634-1980
 Fax: (506) 634-0944

“Where successful learning becomes a reality.”

“Teaching the world to read.”



Paul H. Brookes Publishing Co.

P.O. Box 10624
 Baltimore, MD 21285-0624, USA
<http://www.brookespublishing.com>
custserv@brookespublishing.com

Order Information:

Irwin Publishing
 325 Humber College Boulevard
 Toronto, ON M9W 7C3
irwin@irwin-pub.com
<http://www.irwin-pub.com>
 Toll Free Order: 1-800-263-7824
 Fax: (416) 798-1384

“Resources on child development, education, and disabilities.”

“A wholly owned Canadian Educational Publishing house, Irwin covers all markets from primary to post secondary.”

**PCI Educational Publishing**

12029 Warfield / P.O. Box 34270
San Antonio, TX 78265-4270, USA
<http://www.pcicatalog.com>
Toll Free Order: 1-800-594-4263
Fax: 1-888-259-8284

“One bright idea after another.”

**Phoenix Learning Resources**

2349 Chaffee Drive
St. Louis, MO 63146, USA
Toll Free Order: 1-800-221-1274
Fax: (314) 569-2834

“The skills company”

Order Information:

Gage Educational Publishing

164 Commander Blvd.
Scarborough, ON, M1S 3C7
info@gagelearning.com
<http://www.gagelearning.com>
Toll Free Order: 1-800-667-1115 ext. 430
or (416) 293-8464 ext. 430
Fax: (416) 293-9009

“Your Canadian resource for learning solutions.”

**PRO-ED, Inc.**

8700 Shoal Creek Boulevard
Austin, TX 78757-6897, USA
<http://www.proedinc.com/index.html>
Phone: (800) 897-3202
Fax: (800) 397-7633

“PRO-ED, Inc. publishes, produces and sells books and curricular therapy materials, tests, and journals.”



**Program Development Associates**

P.O. Box 2038
Syracuse, NY 13022-2038, USA
info@pdassoc.com
<http://www.pdassoc.com>
Order: (315) 452-0643
Fax: (315) 452-0710

“Ideas, Training and Solutions for Today’s Disability Professional.”

**Roehrer Institute**

L’Institut Roehrer Institute
Kinsmen Building
York University
4700 Keele Street
Toronto (North York), ON M3J 1P3
info@roehrer.ca
<http://www.roehrer.ca/>
Order: (416) 661-9611
Fax: (416) 661-5701

“The Roehrer Institute is Canada’s leading organization to promote the equality, participation and self-determination of people with intellectual and other disabilities.”

**Woodbine House Book Publishers**

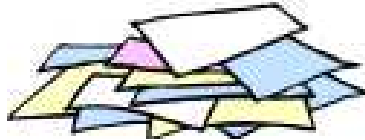
6510 Bells Mill Rd
Bethesda, MD 20817, USA
info@woodbinehouse.com
<http://www.woodbinehouse.com/>
Toll Free Order: 1-800-843-7323
Fax: (301) 897-5838

“Publishers of The Special-Needs Collection.”



8.9 Other

OTHER



Narkaling Reading Kits

Narkaling Inc.

PO Box 1409 (39 Helena Street)

Midland (Perth) Western Australia 6936

(+61) 8 9274 8022 / (+61) 8 9274 8362 (Fax)

narkalin@inet.net.au

<http://www.narkaling.com.au>

Narkaling produces award winning high quality audio cassette book kits with slow speed narration for adults and children who are developing English language and literacy skills. We have around 300 titles available. Narkaling kits differ from the usual audio book because: a copy of the printed book always accompanies the audio tapes and nine slow narration speeds allow people the time to follow the print. A Narkaling Reading Kit consists of a print copy of the book, a sturdy folder with a colour cover of the title, various cassettes (from 1 to 14 depending on the title) narrated at a slow speed. Each book is narrated at one particular slow speed unless otherwise specified. Narkaling Reading Kits are used by people with intellectual disability; English as a new language; and acquired brain dysfunction; amongst others. Please note that Australian English is more comparable to British English than to North American English, even though Australian English has its own idiosyncrasies.





Books Beyond Words Series

Royal College of Psychiatrists & St George's Hospital Medical School

Book Sales – Royal College of Psychiatrists

17 Belgrave Square, London SW1X 8PG, UK

(+44) (0)20 7235 2351 / (+44) (0)20 7245 (Fax)

<http://www.rcpsych.ac.uk/publications/bbw/index.htm>

Few picture books are available for adults and adolescents who cannot read or who have difficulty reading. Fewer still provide information and address the emotional aspects of difficult events like the *Books Beyond Words* series. Each specially commissioned book actively addresses the problems of understanding that people with learning and communication difficulties experience. The stories are told through colour pictures, helping readers to cope with events such as going to the doctor, bereavement, sexual abuse and depression. The stylised drawings include mime and body language to communicate simple, explicit messages to the reader. People with learning difficulties trial the pictures before publication to ensure that they can be readily understood. Each title in this award-winning series can be used as a counselling or educational resource. Titles include: *A New Home in the Community*; *Bob Tells All*; *Falling in Love*; *Feeling Blue*; *George Gets Smart*; *Getting on with Epilepsy*; *Going into Hospital*; *Going to Out-Patients*; *Going to Court*; *Going to the Doctor*; *Hug Me Touch Me*; *I Can Get Through It*; *Jenny Speaks Out*; *Keeping Healthy Down Below*; *Looking After My Breasts*; *Making Friends*; *Michelle Finds a Voice*; *Peter's New Home*; *Susan's Growing Up*; *When Dad Died*; *When Mum Died*; *You're on Trial*; *You're under Arrest*. New titles are being added regularly. This series is published jointly by the Royal College of Psychiatrists and St. George's Hospital Medical School. Illustrations are by Beth Webb. Although the "stories" are told in pictures without any words, there is a text at the back of the book, which may be useful, too.





Williams, Bob, *Increasing Literacy: The Greatest Crippler of People with Developmental Disabilities*. 5th Symposium on Literacy and Developmental Disabilities, sponsored by the The Center for Literacy and Disability Studies, Durham, NC, (January 1996).

This is the video of the keynote lecture delivered at the 5th Symposium on Literacy and Developmental Disabilities by Bob Williams, Commissioner of the Administration on Developmental Disabilities. He speaks from the dual perspective of policymaker and individual with severe speech and physical impairments about the power of literacy to convince others of the individual's capabilities as well as to demonstrate for the individual the power s/he has with literacy. The Symposium on Literacy and Disabilities is held each January in Research Triangle Park, North Carolina. This two-day interdisciplinary meeting brings together families, educators, health care professionals, researchers, and manufacturers for presentations and discussions of literacy learning and instruction for children and adults with a wide array of disabilities.

