



Book Series

## *Critical Concerns in Blindness*

Series Editors

Edward C. Bell, *Louisiana Tech University*

*(A Project of the Professional Development and Research Institute on Blindness)*

The Professional Development and Research Institute on Blindness was established by the Louisiana Center for the Blind in 1999 and became a center at Louisiana Tech University in October 2001. The purpose of the Institute on Blindness is to provide leadership in creating programs and conducting research that recognizes the socially constructed assumptions underpinning the current structure of the blindness system and research being done on blindness. As a result, the Institute on Blindness provides alternative programs and research that expands the boundaries of the blindness field. Currently the Institute on Blindness offers two graduate programs-orientation and mobility and teachers of blind students (often referred to as teachers of the visually impaired). The mission of the institute is to advance the blindness field by providing the blind and professionals serving the blind with innovative programs and conducting meaningful research that will empower blind people to live independent and productive lives.

### **Books in this series:**

- Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts
- The ABCs of Structured Discovery Cane Travel for Children
- Encyclopedia of Sports & Recreation for People with Visual Impairments
- Getting Ready for College Begins in Third Grade
- The Blind Need Not Apply
- Accessible Education for Blind Learners
- Independent Movement and Travel in Blind Children
- Making It Work
- Seeing Beyond Blindness
- The Blindness Revolution
- Education and Rehabilitation for Empowerment

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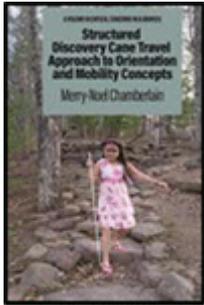
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## Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts

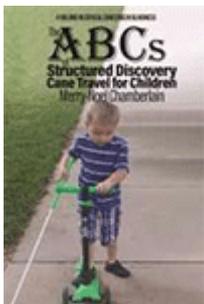
Merry-Noel Chamberlain

2024. Paperback 979-8-88730-490-8 \$52.99. Hardcover 979-8-88730-491-5 \$94.99. eBook 979-8-88730-492-2 \$85.

Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts is a collection of skill-building fundamental techniques essential to develop mobility independence for students who are blind or visually impaired. This book dives into transformational mobility concepts followed by a trove of tried-and-true necessary and efficient activities to enhance students' abilities to improve problem-solving skills within natural environments while using a long white cane with a metal tip as the primary mobility tool. Since Structured Discovery Cane Travel is individualized, this activity-based collection may be used to enhance introduction to and/or assistance with on-going education of comprehending complicated concrete and abstract Orientation and Mobility concepts to help achieve independent mobility.

Structured Discovery Cane Travel Approach to Orientation and Mobility Concepts focuses on encouraging students to develop intrinsic knowledge and abilities through this plethora of activity-based transformational approaches to target individual objectives. These activities logically transpire through direct exposure and/or teachable moments to hand-on experiences to help students create mental mapping skills of their surroundings which can then be utilized in novel or unfamiliar environments. Used in conjunction with *The ABCs of Structured Discovery Cane Travel for Children*, by Merry-Noel Chamberlain, parents and instructors of children who are blind or visually impaired will be able to comprehend and instruct O&M essentials using this vault of O&M activities.

**CONTENTS:** CHAPTER 1: Introduction. CHAPTER 2: What Is Structured Discovery Cane Travel? CHAPTER 3: Auditory Awareness: Sensory Awareness is the First Step, in Developing O&M. CHAPTER 4: Body Coordination. CHAPTER 5: Books, Stories, and Articles. CHAPTER 6: Cane Perfection. CHAPTER 7: Cardinal Directions. CHAPTER 8: Even and Odd Numbers. CHAPTER 9: Indoor Mobility. CHAPTER 10: Left and Right. CHAPTER 11: Miscellaneous Activities and Concepts. CHAPTER 12: Neighborhood Mobility. CHAPTER 13: Olfactory and Tactile Awareness. CHAPTER 14: O&M Poems and Songs. CHAPTER 15: Problem-Solving. CHAPTER 16: Spatial Awareness. CHAPTER 17: Vision Concerns and How to Assist. References. Appendix. About the Author.



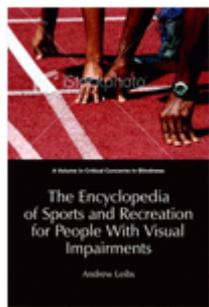
## The ABCs of Structured Discovery Cane Travel for Children

Merry-Noel Chamberlain

2021. Paperback 978-1-64802-555-6 \$52.99. Hardcover 978-1-64802-556-3 \$94.99. eBook 978-1-64802-557-0 \$85.

Structured Discovery Cane Travel (SDCT) is an Orientation and Mobility (O&M) curriculum which focuses on the foundational techniques necessary to develop future independence for students who are blind or visually impaired. The ABCs of Structured Discovery Cane Travel for Children addresses essential non-visual concept development, techniques and mobility skills needed to travel efficiently, gracefully and safely within a myriad of natural environments while using the long, white cane with a metal tip as the primary mobility tool. This curriculum utilizes transformational knowledge and problem-solving opportunities through teachable moments to develop personal reflection and mental mapping which can be utilized post instruction. These students maximize their cognitive intrinsic feedback while completing everyday mobility tasks. Parents and instructors of children who are blind or visually impaired will comprehend the essentials of SDCT by reading *The ABCs of Structured Discovery Cane Travel for Children*; in addition, they will receive a treasure trove of O&M skill-building activities.

**CONTENTS:** Prefix. **PART I** CHAPTER 1: Introduction. CHAPTER 2: What is Orientation and Mobility? CHAPTER 3: National Orientation and Mobility Certification (NOMC) CHAPTER 4: Fundamentals of SDCT. CHAPTER 5: Problem-Solving Skills in O&M. CHAPTER 6: The Cane, The Tool. CHAPTER 7: O&M for Babies and Toddlers. CHAPTER 8: O&M for Older Students. CHAPTER 9: Orientation and Mobility Transformational Skills. CHAPTER 10: Teaching Orientation & Mobility to Students with Visual Impairments and Additional Disabilities. CHAPTER 11: Guide Technique. CHAPTER 12: Custodial and Independence Paradigms. CHAPTER 13: Paraprofessionals. **PART II** CHAPTER 14: Merry-Noel's Treasure



## Encyclopedia of Sports & Recreation for People with Visual Impairments

Andrew Leibs

2012. Paperback 9781623960407 \$52.99. Hardcover 9781623960414 \$94.99. eBook 9781623960421 \$85.

Not long ago, most blind and visually impaired people grew up without ever playing sports; they sat on the sidelines, and kept score during gym—protected rather than included. In the 1980s, few people had ever heard of the Paralympic Games or accessible recreation.

Today, promising blind athletes can receive residency at the US Olympic Training Center; runners compete for prize money and national championships, and most ski resorts offer adaptive programs throughout the year where blind people can ski, cycle, and kayak—often for free.

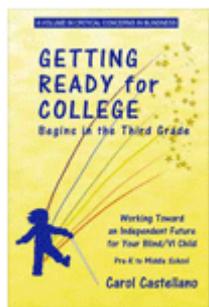
The Paralympic movement, the Americans with Disabilities Act of 1990, and ever-increasing expectation for inclusion among the disabled have inspired an explosion of accessible sports, fitness, and recreation programs that accommodate the blind.

The Encyclopedia of Sports & Recreation for People with Visual Impairments is the first consumer-focused, action-oriented guide to this new world of accessible activity, profiling the people, programs, and products that are helping move blind and visually impaired people from the sidelines into the game.

This groundbreaking guide profiles every accessible blind sport and recreation activity with entries that outline how athletes (both novice and elite) got involved in the sport and how participation has shaped their life. The book also profiles major blind sports organizations and includes chapter and resource listings on camps and accessible recreation providers.

Through this book, blind people will be inspired to embrace sports as the rest of society does—as a vital component of personal expression and human interaction that opens paths to adventure, confidence, and lifelong health and fitness.

**CONTENTS:** Foreword, *Lauren J. Lieberman*. Preface. Acknowledgments. **PART I: SPORTS AND RECREATION POPULAR AMONG THE BLIND AND VISUALLY IMPAIRED.** Alpine Skiing. Archery. Audio Darts. Auto Racing. Basketball. Beep Baseball. Biathlon. Bowling. Curling. Cycling. Fencing. Fitness. Futsal (Five-a-Side Soccer). Goalball. Golf. The Great Outdoors. Hiking and Mountain Climbing. Horseshoe Pitching. Judo. Kayaking and Canoeing. Nordic Skiing. Rowing. Running. Sailing. Scuba Diving. Showdown. Skating. Surfing. Swimming. Tennis. Torball. Triathlon. Waterskiing. Weightlifting and Powerlifting. Wrestling. Yoga. **PART II: CONVERSATIONS ON SPORTS, RECREATION, AND BLINDNESS.** Conversations on Sports, Recreation, and Blindness. **PART III: ACCESSIBLE RECREATION RESOURCES FOR THE BLIND AND VISUALLY IMPAIRED.** Sports and Summer Camps. Accessible Sports and Recreation Organizations. International Organizations. National Organizations. Accessible Recreation Providers. Afterword, Mark Lucas. Bibliography. Index.



## Getting Ready for College Begins in Third Grade Working Toward an Independent Future for Your Blind/Visually Impaired Child

Carol Castellano

2010. Paperback 978-1-61735-070-2 \$28.74. Hardcover 978-1-61735-071-9 \$94.99. eBook 9781617350726 \$85.

All parents hope for an independent future for their blind/visually impaired child. To turn that hope into a reality, parents need to understand the scope of skill development that must be addressed, along with the importance of equal

expectations for the child's development, proper training, and opportunity to practice and develop skills. But what if expectations are low, training in blindness skills is scanty or even absent, and overprotection prevents the blind/VI child from learning and practicing skills? The idea of an independent future can remain a distant dream.

The purpose of this book is to guide parents and teachers in fostering the blind/visually impaired child's skill development in such critical areas as academics, independent movement and travel, social interaction, daily living, and self-advocacy, so that he or she will truly be on the road to an independent future. A practical, easy to use guide, written in plain English, the book warns about common problem areas and provides ideas for getting and keeping the child's education and development on track. It highlights the interplay between skills and competence, confidence, self-respect, and the respect of others.

Of the small number of books and videos available on the subject, most were written by professionals in the field and many begin with the supposition that blindness is at best sad and at worst tragic. Few --maybe none-- have the ardent passion for independence that the parent of a blind/visually impaired child brings to the subject. Instead of overwhelming parents and teachers with the difficulty of the undertaking before them, *Getting Ready for College Begins in Third Grade* will inspire their confidence and enthusiasm for the task at hand.

**CONTENTS:** Preface. Acknowledgments. **1.** High Expectations. **2.** Academics. **3.** Independent Living Skills. **4.** Independent Movement and Travel. **5.** Social Awareness and Social Skills. **6.** Developing Self-Advocacy Skills: The Pursuit of a Normal Life. Appendix: Resources for Families. About the Author



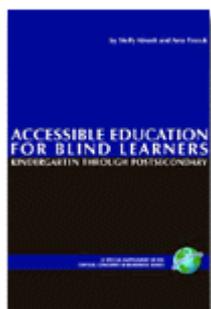
## The Blind Need Not Apply A History of Overcoming Prejudice in the Orientation and Mobility Profession

Ronald J. Ferguson, Louisiana Tech University

2007. Paperback 978-1-59311-574-6 \$52.99. Hardcover 978-1-59311-575-3 \$94.99. eBook 9781607525806 \$85.

This book has been a work in progress. In the spring of 2000 I started this project and began to collect data and conduct interviews. I copied every article I could find in the *Journal of Visual Impairment and Blindness* and its predecessors *Outlook for the Blind* and *New Outlook for the Blind*. I was fortunate to locate *Blindness* the annual publication of the American Association of Workers for the Blind. One of the greatest finds was the library at the American Foundation for the Blind. The library contains dozens of volumes related to orientation and mobility. Within two years I had amassed a considerable collection of resources. I began working through the materials and along the way prepared some papers for various conferences. A dramatic increase in administrative responsibilities, as well as the tyranny of meeting grant deadlines, diverted me from giving concentrated effort to this book. All that changed as I reduced my workload in order to devote almost all my efforts over the past nine months to this project.

**CONTENTS:** Preface. *Chapter 1:* Challenging the "Taken-for-Granted". **Chapter 2:** Constructing a House of Cards. **Chapter 3:** Battling the Giants in the Land. **Chapter 4:** Good Intentions. **Chapter 5:** The Blind Need Not Apply. **Chapter 6:** The Power of an Idea. **Chapter 7:** Constructing a New Reality. References.



## Accessible Education for Blind Learners Kindergarten through Post-Secondary

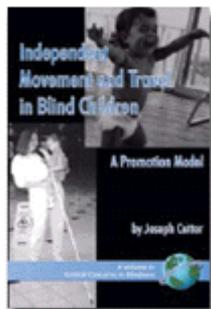
Shelley Kinash; Ania Paszuk, University of Calgary, Canada

2007. Paperback 978-1-59311-649-1 \$28.75. eBook 9781607525950 \$85.

**(special supplemental workbook)**

The goal of this manual is to enhance the capacity of all members of the educational context, whether student, parent, teacher, administrator, or consultant, to activate the benefits of infused technologies for all learners, including those who

are blind or have low vision. To accomplish this purpose this manual provides background and practical information with respect to inquiry-based education, infused technologies, and blindness and visual impairment. You will discover vignettes of real-life blind learners, tips from a blind educator, key components of accessible technology-infused education including information on adaptive technologies for applications that have not yet been designed for all learners, and practical suggestions to make online courses and Web sites accessible. For those who wish to explore further, there are numerous recommendations for further reading, organized to guide the reader to specific content.



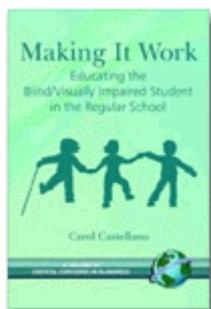
## Independent Movement and Travel in Blind Children A Promotion Model

Joseph Cutter

2007. Paperback 978-1-59311-603-3 \$52.99. Hardcover 978-1-59311-604-0 \$94.99. eBook 9781607527121 \$85.

The purpose of this book is to contribute to our understanding of Developmental O and M, independent movement and travel in blind children. Unlike many books and articles on orientation and mobility (O&M) for blind children, this one is not about the effect of blindness on movement. Such an inquiry is self-defeating from the start, as it often begins with misconceptions and deficit-thinking about blindness and the blind child's early motor development. Instead, this book is about the effect of movement on development and the importance of movement experiences for the development of independent movement and travel in blind children. It has a clear premise: blind children must become "active movers" if they are to become independent "travelers."

**CONTENTS:** Preface. Acknowledgments. Introduction. 1. The Promotional Model. 2. Developmental Progressions in the Child. 3. Early Intervention, Not Early Interference. 4. Cane Travel for the Blind Child—From the Bottom Up. 5. Independent Movement and Travel: A Pictorial Guide. 6. Independent Movement and Travel for a New Millennium. Resources. About the Author. Index



## Making It Work Educating the Blind/Visually Impaired Student in the Regular School

Carol Castellano

2006. Paperback 1-59311-418-4 978-1-59311-418-3 \$52.99. Hardcover 1-59311-423-0 978-1-59311-423-7 \$94.99. eBook 9781607525141 \$85.

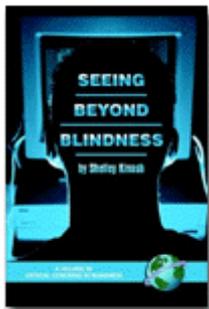
*"Making It Work is destined to be the definitive guide for years to come on how to make the regular school education a successful experience for blind/visually impaired children. With chapters flowing logically and full of detailed, useful information, it will be an essential handbook for school staff, specialized service providers, and parents of blind/visually impaired children. This is an exquisite, enlightened guide for the education of blind/visually impaired children in the new millennium."*

~ **Joe Cutter**, Early Childhood O&M Specialist

*"With its scope, attention to detail, and skillful presentation of the larger issues involved in the education of students who are blind/visually impaired in regular school, Making It Work is a timely and most welcome resource for educational teams."*

~ **Missy Garber**, Pennsylvania College of Optometry

**CONTENTS:** Why the Regular School? Raising Expectations. A Skills Definition of Blindness. The Skills and Tools of Blindness. Setting the Stage for Success: Essentials That Must Be in Place. Writing IEP Goals and Objectives. Specifics for Classroom Teachers. Accessing the Curriculum: Classroom Techniques and Subject Guide. The Role of the Teacher's Aide. Adapting Materials. Technology. Report from the Classroom: Inspiration and Advice from Those Who Have Been There. Resources. References.



## Seeing Beyond Blindness

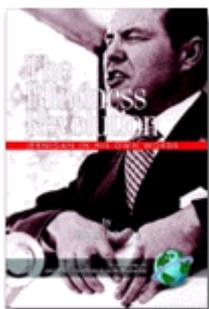
Ronald J. Ferguson, Louisiana Tech University; Shelley Kinash

2006. Paperback 1-59311-521-0 978-1-59311-521-0 \$52.99. Hardcover 1-59311-522-9 978-1-59311-522-7 \$94.99. eBook 9781607525714 \$85.

This book is intended for four intersecting groups of readers. If you are a philosopher, closet or sanctioned, then you cannot ponder the nature of being without due consideration for vision, and cannot contemplate the role of seeing in our lives without listening to the stories of those who are blind. The tales within this text are particularly contemporaneous because they are contextualized by the cyber-phenomena of online learning. This segues to the second group of readers, as the described empirical research was originally intended to bring greater depth and breadth of understanding to the field of educational technology, particularly as it intersects with disability studies. There is a paucity of published literature that has inquired into disabled online learners, and this research study responds to that call. Third, this book may be used as a textbook on approaches to interpretive empirical research. It is as close as one may come to a recipe, walking students through a specific example.

Because it is situated in actual empirical research, the intention was that it avoid the trap of being prescriptive or formulaic. Finally, the text is intended for readers interested in the field of blindness. The text reviews some of the seminal and contemporary research on blindness, and then presents an elaborated example of what we can and should expect to emerge in the knowledge production industry, changing what it means to be blind.

**CONTENTS:** Preface. Blindness is About Vision. Images of Blindness. Interpreting Research. Research Exemplified - Blind Online Learners. The Stories: Seven Online Learners (Who are Blind). Interpretive Research Analysis. Blindness research through critical theory. Discourse Analysis. Conclusions and Questions for Further Inquiry. References.



## The Blindness Revolution Jernigan in His Own Words

James H. Omvig, Institute on Blindness - Louisiana Tech University

2006. Paperback 1-59311-330-7 978-1-59311-330-8 \$72.99. Hardcover 1-59311-331-5 978-1-59311-331-5 \$104.99. eBook 9781607524731 \$85.

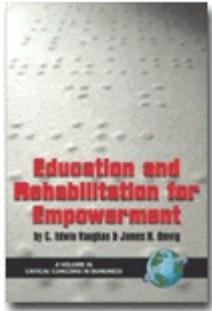
This book recounts the dramatic story of the transformation of the Iowa Commission for the Blind from a verifiably ineffective service agency to perhaps the most outstanding and effective adult service program in the nation in the span of 10 short years. What happened in Iowa was revolutionary, and the character of work with the blind in America and around the world was altered forever—the alternative civil rights-based service model worked. Using Kenneth Jernigan's own writings of Board meeting minutes, reports, and letters, I present the details of the remarkable story from an activist's point of view.

*This book will certainly be of interest to those who work in the field of blindness, particularly those who work in agencies serving the blind, but this book is more than just a study in public administration. Omvig's research fills in significant gaps in the history of the blind movement and offers the reader a front-row seat to a pivotal moment in blind history.*

— Brian Miller, *University of Iowa*

**CONTENTS:** Preface. About the Author. Acknowledgments. Foreword. Introduction. The Problem and the Solution. Jernigan: The Man, The Revolutionist. Courtesy and Good Manners: from Humble Beginnings. "Vision," Timing, and Risk-Taking. Knowledge of and Commitment to an Agency "Defined Philosophy." The Vision Remains, But Plans Change: Flexibility, Ingenuity, and Perseverance. An Apparent Death Knell for the New Program: Optimism, Determination, and Resolve. Resilience, Ability to Strategize, and Prescience: Dreams and Drudgery. Compassion, Knowledge of the Political Process, and Communication Skills. Determination, Conviction, and the Empowerment Motive: Washing Dishes and Other Such Tidbits. Compromise, Personal Involvement, and Meeting Challenges: More Erbe Antics. An Inevitable Conflict: Civil Rights versus Institutionalized Ignorance. Trustworthiness and the Calm After the Storm. Recognition, Discrimination,

Foreign Visitors, and, Oh Yes, Iverson Departs. More Growth and More Optimism: The Vending Program, State Civil Service, Governmental Reorganization, Job Offers for Jernigan, and the Revolution Expands Beyond Iowa's Borders. The Visioning Extends to Federal Food Service Opportunities, State Civil Service, Governmental Reorganization, and Blatant Discrimination. A Hero in History: The Revolution is Validated. Epilogue.



## Education and Rehabilitation for Empowerment

James H. Omgig, Institute on Blindness - Louisiana Tech University; Ed Vaughan

2005. Paperback 1-59311-006-5 978-1-59311-006-2 \$52.99. Hardcover 1-59311-007-3 978-1-59311-007-9 \$94.99. eBook 9781607526742 \$85.

In this book we are interested in patterns of education, rehabilitation service, socialization, and ideas about blindness that in large part produce the above-mentioned distinct patterns. We will examine the economic interests of professional groups and the patterns of domination and subordination, which are present in most rehabilitation relationships. Our central tenet is that the behavior of blind people is not a product of the physical condition of blindness or the amount of residual vision a blind person has. Rather, the behavior of blind people in our society is governed by socialization. Blindness is a social problem arising from erroneous, socially constructed negative beliefs about the capacities of blind people involuntarily assimilated from the broader society by the blind. People learn to live independently or they learn to be dependent. The reactions of parents, teachers, peers, the health professionals, rehabilitation counselors and the general public have defined the choices available to blind people. This is the case in every culture and society around the world. Differences result from different cultural values, levels of economic development, and historical traditions.

**CONTENTS:** Introduction. The Plan Of The Book. Rehabilitation. Ingredients Of Empowerment. The Professional Worker And The Road To Empowerment. Characteristics Of A Model State Agency. Blending In. Communication And Empowerment. Mobility. Summary. References.



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