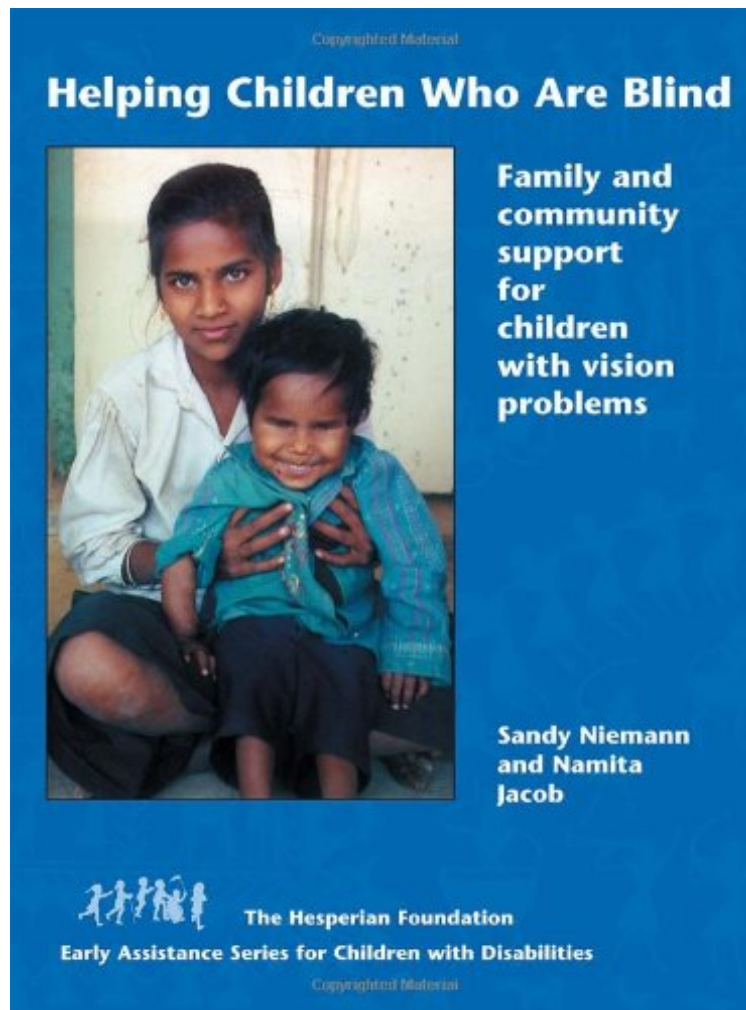


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Helping Children Who Are Blind (Early Assistance Series for Children With Disabilities)

Sandy Niemann, Namita Jacob
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#245624 in Books Hesperian Foundation 2000-09-01 Original language: English PDF # 1 9.75 x 7.25 x .501,
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Sandy Niemann, Namita Jacob : Helping Children Who Are Blind (Early Assistance Series for Children With Disabilities) before purchasing it in order to gauge whether or not it would be worth my time, and all praised Helping Children Who Are Blind (Early Assistance Series for Children With Disabilities):

8 of 8 people found the following review helpful. parent-infant education therapist review By J. Stanfield I was looking for an easily understood book for parents to use in the parent-infant education program, where we assist families who have children with developmental delays from a variety of causes. This is an excellent book for parents of children with visual impairment. It explains differences in how a blind child is experiencing his/her environment and ways to

encourage exploration and development. It is positive in approach, with pictures that cover a variety of cultures and ideas that don't require expensive materials. 15 of 15 people found the following review helpful. Practical and Attractive Book with an International Emphasis By A Customer "Helping Children Who are Blind" is the first book in the Hesperian Foundation's Early Assistance Series. [...] This book is a superb guide to help visually impaired children maximize their potential during the first five years of life. It would also be an asset for ANY parent/caregiver to read and understand how to interact with and stimulate their child to promote positive mental and physical development. Simple (low-tech/no-tech) activities explain how parents, caregivers, teachers and health workers can encourage visually impaired children to become independent participants in their families and communities. Designed to target children five years and under, the book also includes specific information on helping babies less than six months old. Topics such as communication, thinking and daily living skills, safety issues, and spatial orientation, are covered in detail and suggest realistic and "doable" activities to try. "Becoming Part of the Community" describes ways to sensitize sighted children to the challenges faced by their visually impaired peers. "Support for Parents and Caregivers" acknowledges the parental challenges of caring for a child with visual problems and gives practical suggestions for reducing stress. "Why Children Lose Their Vision and What We Can Do" discusses common causes of blindness and their prevention. Also included is an important chapter on preventing sexual abuse, the unique vulnerability of a disabled child, and how parents can recognize its signs. Available in both English and Spanish, the book is beautifully illustrated with hundreds of drawings that represent a diversity of ethnic groups and cultural settings. Cartoon-type balloons give valuable dialogue to enhance the text, making the book not just visually appealing, but more interesting to read. As with any public health book written with a global perspective, the activities and recommendations need to be adjusted for each unique cultural context. The appendices include an extensive list of organizations and resources to contact for additional information, as well as directions for making simple sound- and/or touch-stimulating toys from locally available materials. Child development charts depict age-appropriate physical, mental, social and communication skills from infancy to age five. Although there is no index, the detailed table of contents notes chapter headings, making information relatively easy to find. The only reason I did not give this book a full five stars was the lack of index and the occasional "Western" feel to a few of the examples (admittedly, it is impossible to make a book 100% relevant to every culture). It deserves a 4.5, but that is not an option.

Children develop faster during their first five years than at any other stage in their life. And while children who are not visually impaired learn to move around, communicate, and understand the world naturally as they interact with people and things they see, children who are blind need extra help learning how to rely on their other senses - hearing, touch, smell, and taste - to explore, learn and interact with the world around them. The simple and engaging activities in this book can help parents, caregivers, teachers, health workers, rehabilitation workers, and others help a child with vision problems develop all his or her capabilities. Topics include assessing how much a child can see preventing blindness helping a child move around safely how to include learning activities in daily work preparing for childcare and schools supporting parents of blind children and teaching common activities like eating, dressing, and keeping clean

(Helping Children Who are Blind) provides strategies for helping children with visual impairments become important and active members of their communities. (The book) covers many topics including vision assessment, mobility and community involvement. --Sight and Life Newsletter Helping Children Who Are Blind is a wonderfully written book! It is written in simple language so that anyone can understand it. We have found that teachers in particular find it useful in their classes... We would recommend this book to any professional who is interested in learning how to help children grow and develop. --Karla B. Storrer, Executive Director, Blind Children's Fund This publication has been included in our resource library where it can be used by families in our community. While the illustrations are obviously geared for families other than the United States, it is good to see a publication that will appeal to the many diverse ethnic families in our communities. In addition, the information the book is very simple and direct and should be of great help to families who have children who are blind. --Elizabeth Latts, MSW; University of Minnesota Behavioral Pediatrics Program About the Author Sandy Niemann, MA, M.Div., has acted as the Humanities Coordinator for the PACE Program at Vista College since 1994 and has been an English instructor in the program since 1989. Ms. Niemann holds an M.A. in English from the University of California, Berkeley, an M.Div. in Religious Studies from the Pacific School of Religion in Berkeley, and a B.S. in Nursing from the University of Virginia in Charlottesville. She has been a medical writer and editor for Hesperian Health Guides and the Northern California Biotechnology Center, and has rewritten eight books on politics and current affairs for Odonian Press. The Rev. Devorah Greenstein is on the Board of Directors of Equal Access, a group which promotes equality and access for Unitarian Universalists with disabilities, and Program Coordinator for the Office of Accessibility Concerns for the Unitarian Universalist Association. She has also authored *The Power of Language, the Language of Power and Backyards and Butterflies: Ways to Include Children with Disabilities in Outdoor Activities*. Darlena David has a graduate degree in education and mass media from Manchester University and undergraduate and graduate degrees in English. Her academic expertise is on evaluating complex interventions in agriculture and other policies that impact

and affect food systems with a focus on policy-level determinants of access to healthy food. She also has experience in curriculum development and leading community health management training.