# Supporting Availability for Learning: Student-Centered Assessment and Intervention

## A Perkins eLearning Webinar

**Resources:**

1. Anthony, T. (1997). Adapted version of Koenig & Holbrook’s Sensory Channel Form. Retrieved 2016 from [http://www.tsbvi.edu](http://www.tsbvi.edu/)
2. Arthur, M. (2004). Patterns amongst behavior states, sociocommunicative, and activity variables in educational programs for students with profound and multiple disabilities. *Journal of Developmental and Physical Disabilities*, *16*(2), 125-149.
3. Blaha, R., Smith, M., Shafer, S., & Moss, K. (TSBVI) Thoughts on assessment of the student with the most profound disabilities. TSBVI Outreach. Retrieved 2015 from <https://www.tsbvi.edu/seehear/archive/thoughts.htm>
4. Brown, D. (2011). Stress – Good cop or bad cop? *reSources* (*California Deafblind Services*), 16(1). Retrieved 2016 from [https://www.cadbs.org](https://www.cadbs.org/)
5. Bruce, S.M. (2002). Impact of a communication intervention model on teachers' practice with children who are congenitally deaf-blind. Journal of Visual Impairments and Blindness, 96 (3), 154-68
6. Bruce, S.M., & Vargas, C. (2007). Intentional communication acts expressed by children with severe disabilities in high-rate contexts. Augmentative and Alternative Communication, 23 (4), 300-311
7. Bruce, S.M. (2005). The impact of congenital deafblindness on the struggle to symbolism. International Journal of Disability, Development and Education, 52 (3), 233-251
8. Chart for the Assessment of Biobehavioral States. Retrieved 2015 from <http://earubric.com/docs/Chart%20for%20the%20Assessment%20of%20Biobehavioral%20States%20and%20Analysis%20of%20Related%20Influences.pdf>
9. Edelman, S. (2015). Handling and Positioning to Enhance Availability for Learning. Webinar for NYDBC.
10. Green, C. W., Gardner, S. M., Canipe, V. S., & Reid, D. H. (1994). Analyzing alertness among people with profound multiple disabilities: Implications for provision of training. *Journal of applied behavior analysis*, *27*(3), 519-531.
11. Guess, D., Roberts, S., and Rues, J. (2000). Behavior States Are Real and Observable, *American Journal on Mental Retardation*,105,4, 300-6.
12. Guess, D., Mulligan-Ault, M., Roberts, S., Struth, J., Siegel-Causey, E., Thompson, B., ... & Guy, B. (1988). Implications of biobehavioral states for the education and treatment of students with the most profoundly handicapping conditions. *Research and Practice for Persons with Severe Disabilities*, *13*(3), 163-174.
13. Guy, B., Guess, D., & Ault, M. M. (1993). Classroom procedures for the measurement of behavior state among students with profound disabilities. *Research and Practice for Persons with Severe Disabilities*, *18*(1), 52-60.
14. Koenig, A., & Holbrook, C., (1998). Project LMA: Learning Media Assessment for Students with Visual Impairments. *Texas School for the Blind & Visually Impaired.* Retrieved 2016 from [http://files.eric.ed.gov](http://files.eric.ed.gov/)
15. Mattie, H. D., & Kozen, A. A. (2007). Consideration of behavior states and patterns in IEP development and daily planning: A multiple case study approach involving students with multiple disabilities. *Education and Training in Developmental Disabilities*, 38-47.
16. Munde, V. S., Vlaskamp, C., Ruijssenaars, A. J. J. M., & Nakken, H. (2009). Alertness in individuals with profound intellectual and multiple disabilities: A literature review. *Research in Developmental Disabilities*, *30*(3), 462-480.
17. Nelson, C., Greenfield, R. G., Hyte, H. A., & Shaffer, J. P. (2013). Stress, Behavior, and Children and Youth Who are Deafblind. *Research and Practice for Persons with Severe Disabilities*, *38*(3), 139-156.
18. Nelson, C., van Dijk, J., McDonnell, A. P., & Thompson, K. (2002). A framework for understanding young children with severe multiple disabilities: The van Dijk approach to assessment. *Research and practice for persons with severe disabilities*, *27*(2), 97-111.
19. Richards, S. B., & Richards, R. Y. (1997). Implications for assessing biobehavioral states in individuals with profound disabilities. *Focus on Autism and Other Developmental Disabilities*, *12*(2), 79-86.
20. Scoggin, K. et al. (2014, September, rev.). Module 5 – Availability for learning. In National Center on Deaf-Blindness, *Open Hands, Open Access: Deaf-Blind Intervener Learning Modules*. Monmouth, OR: National Center on Deaf-Blindness, The Research Institute at Western Oregon University.
21. Sandler, A. G., & Voogt, K. (2001). Vestibular stimulation: Effects on visual and auditory alertness in children with multiple disabilities. *Journal of Developmental and Physical Disabilities*, *13*(4), 333-341.
22. Siegel-Causey, E., & Bashinski, S. M. (1997). Enhancing Initial Communication and Responsiveness of Learners with Multiple Disabilities A Tri-Focus Framework for Partners. *Focus on Autism and Other Developmental Disabilities*, *12*(2), 105-120.
23. Smith, M, Shafer, S. Assessment of Biobehavioral States. *See Hear*. Texas School for the Blind. Retrieved 2015 from <http://www.tsbvi.edu/seehear/archive/biobehav.htm>
24. Washington Sensory Disability Services. Likes/Dislikes Form. Retrieved 2016 from [https://wsdsonline.org](https://wsds.org/)