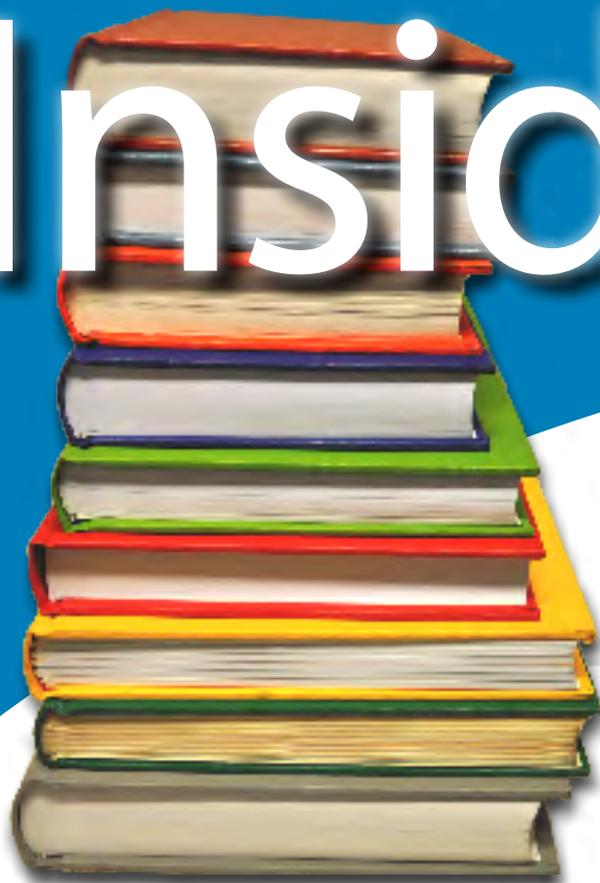


# InsideInfo



Issue 1, 2016

One of the absolute pleasures of working in a library is opening a box of newly purchased books from a supplier. Crisp pages, sturdy bindings and sleek dust jackets: wonderful to hold, but even more important than these elements, the well-crafted words inside that may just change someone's life for the better. We hope that among the many new books and e-resources listed in this issue of Inside Info you will find a surprise that will be useful to you and your child, enhancing life experiences and offering a helping hand along the way.



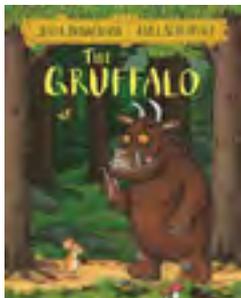
Stephen King once said: "Books are a uniquely portable magic." Anyone who is a reader will understand this. And how lucky are we? Just arrived in the library, there is another book-box of magic now waiting to be unpacked.

Have a magical day!

*Julie, Marijana and Jason*

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## We asked Alison Hawkins-Bond, Practicum Coordinator RIDBC Renwick Centre, "What's your favourite children's book?"



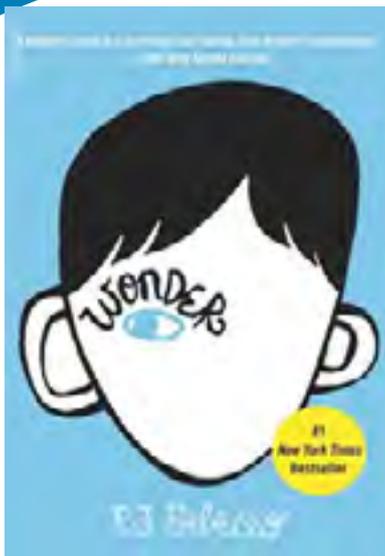
My favourite book is the Gruffalo by Julia Donaldson. It is told in rhyming language which is great for building phonemic awareness. There are plenty of opportunities to develop children's Theory of Mind by discussing what the different characters may be feeling and whether they can guess the mouse's secret plan. The underlying message, that brains can be used to win in a difficult situation, is always a good reminder.



Learn more, play and explore in the deep dark wood on the Gruffalo website.  
<http://www.gruffalo.com>



# Book Reviews



## Wonder

by **R.J. Palacio**

New York, Alfred A. Knopf, 2012.

ISBN: 9780375869020

[RENWICK 813.6 PALA](#)

Every now and then a book comes along that is not only readable and entertaining, but that also encourages empathy, educates readers, and promotes tolerance. *Wonder* is one of those books.

Personal appearance is an inherent part of how others perceive us. Some attributes are changeable: others are not. August (Auggie) is a ten year old boy who, even after multiple surgeries, will always be noticed for his atypical face. This is the story of his transition from home-schooling to mainstream education.

Brave, smart and independent, Auggie copes with the challenges and set-backs of an ever-changing social landscape in which friendships are found, lost and renegotiated.

Multiple narrative viewpoints are used by the author to show how other characters are also struggling in their school environments. Auggie's elder sister Olivia has her own issues to confront in her new high school, and the events of normal family life are realistically portrayed. Adults are depicted as both kind and wise, or sometimes ignorant and self-centred. Kindness is evident in the actions of caregivers and increasingly in the children, particularly after a threatening climatic incident which prompts a change of attitude and growth of compassion in Auggie's peers.

The ending is a satisfying one full of hope and celebratory joy. A recommended read for kids, parents and teachers.

## A dog called Homeless

by **Sarah Lean**

Katherine Tegen Books, 2012.

[RENWICK 813.6 LEAN](#)

Cally Fisher is trying to cope with a father who, in his grief, won't talk about her dead mother. With her brother, she is forced to move to a smaller home and leave behind precious memories. Cally begins seeing images of her mother in unusual places, always accompanied by a homeless man and a large hairy dog. What can this mean? In a bid to jolt her father into real communication, Cally simply stops speaking.



Most books for children featuring differently-abled characters tend to place them in the protagonist role. This chapter book takes a different approach, introducing Sam, a deafblind boy who is a kind helper and wise friend. Ways to communicate with people who are deafblind are shown in the story as his friendship with Cally progresses. A happy ending that explains the mystery of the dog whilst re-establishing family communication makes this book a satisfying read.

# NEW iBOOK FROM RIDBC!



## Understanding Cortical Visual Impairment

by RIDBC Orthoptist Rosa Wright, is an iBook designed to provide parents with key information about Cortical Visual Impairment (also known as Cerebral Visual Impairment or CVI).

Traditionally, CVI is vision impairment caused by damage to the posterior visual pathways, and/or the occipital lobes of the brain. CVI is the most common cause of vision impairment in children in developed countries.

Many conditions affecting the eye influence the clarity and quality of a visual image (to varying degrees), whereas CVI is a condition affecting the brain and its ability to process visual information, as well as the quality of the visual image. CVI affects the processing and perception of what is seen.

This resource will help parents to identify the main characteristics of CVI that their child is displaying, and to incorporate appropriate strategies to promote their child's visual functioning throughout their everyday routines.

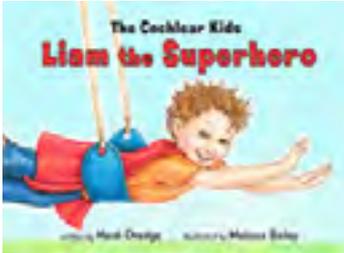
Information covered includes: The Process of Seeing, What is CVI?, Common Characteristics of CVI and a Note about Visual Acuity. This iBook features photos and videos to assist in demonstrating key points.

Read more and purchase this resource for AUD\$4.99 at <http://www.ridbc.org.au/cviibook>



**Rosa Wright**

# New Books For Kids

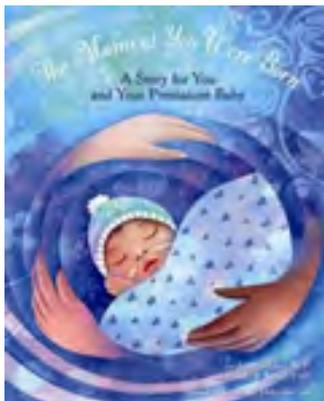
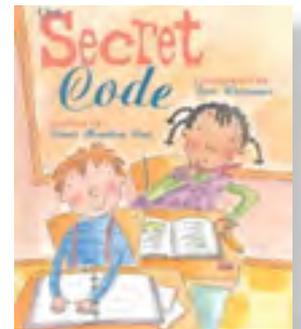


**The cochlear kids: Liam the superhero**  
by Heidi Dredge, illustrated by Melissa Bailey  
Vivid, 2015.

[RENWICK A823.4 DRED](#)

**The secret code**  
by Dana Meachen Rau ; illustrated by Bari Weissman  
Children's Press, 1998.

[RENWICK 813.6 RAU](#)

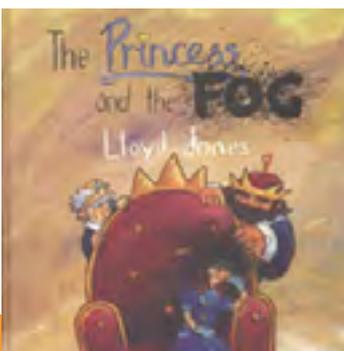
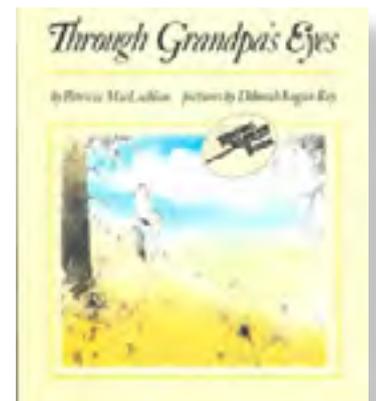


**The moment you were born: a story for you and your premature baby**  
by Sandra M. Lane and Brenda S. Miles  
Magination Press, 2015.

[RENWICK 813 LANE](#)

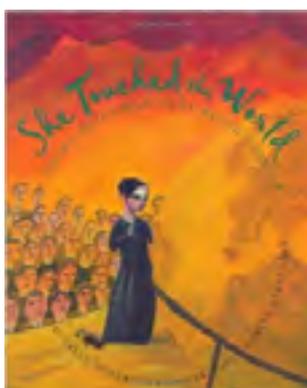
**Through grandpa's eyes**  
by Patricia MacLachlan  
Harper & Row, 1983, 1980.

[RENWICK 813.54 MACL](#)



**The princess and the fog: a story for children with depression**  
written and illustrated by Lloyd Jones  
Jessica Kingsley, 2105.

[RENWICK 823.92 JONE](#)



**She touched the world : Laura Bridgman, deaf-blind pioneer**

by Sally Hobart Alexander and Robert Alexander  
Clarion Books, 2008.

[RENWICK 362.41092 BRID:A](#)

**Helen's big world : the life of Helen Keller**

written by Doreen Rappaport ; illustrated by  
Matt Tavares  
Disney/Hyperion Books, 2012.

[RENWICK Q362.41092 KELL:R](#)



**Hanni and Beth: safe and sound**

written by Beth Fink illustrated by Anthony Alex LeTourneau  
Blue Marlin Publications, 2007.

[RENWICK Q813.55 FINK](#)



**The seeing stick**

by Jane Yolen, illustrated by Daniela  
Jaglenka Terrazzini  
Running Press Kids, 2009.

[RENWICK 823.3 YOLE](#)



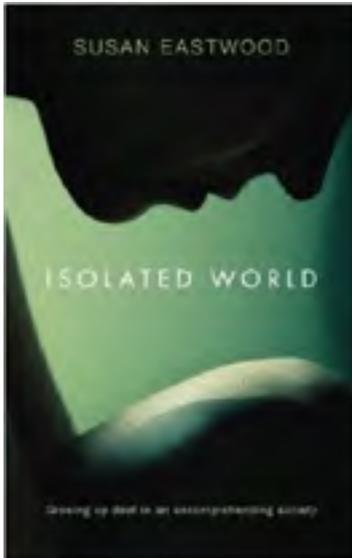
**The hickory chair**

by Lisa Rowe Fraustino ; illustrated by Benny Andrews  
Arthur Levine Books, 2000.

[RENWICK Q813.55 FRAU](#)



# New Books For Parents



## **Isolated world: growing up deaf in an uncomprehending society**

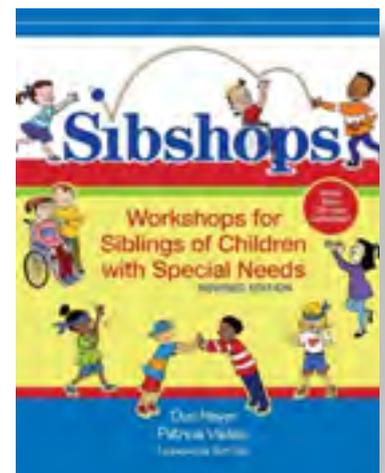
by Susan Eastwood  
Mereo Books, 2014.

[RENWICK 362.420922 EAST](#)

## **Sibshops : workshops for siblings of children with special needs**

by Don Meyer and Patricia Vadasy Rev. ed.  
Paul H. Brookes Pub. Co., 2008.

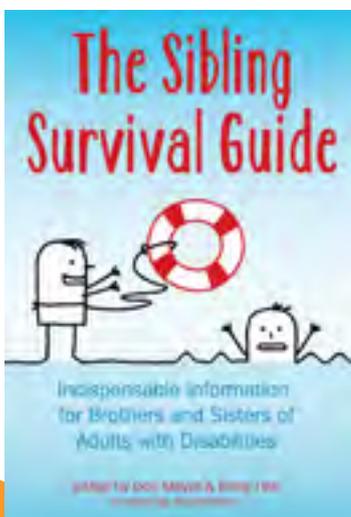
[RENWICK Q362.4043083 MEYE 2008](#)



## **Sibling survival guide : indispensable information for brothers and sisters of adults With disabilities**

edited by Don Meyer and Emily Holl  
Woodbine House, 2014.

[RENWICK 362.330973 MEYE](#)





**The art of peaceful parenting : seven steps to connecting with your child**

by Sharon Turton  
Atlantis Books, 2016.

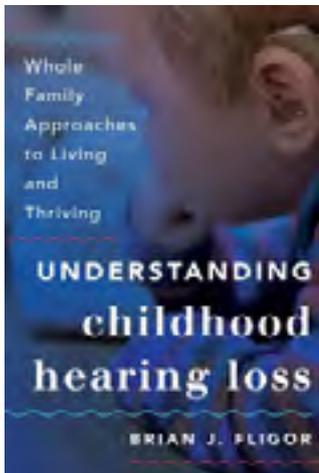
[RENWICK 649.1 TURT](#)



**Vision: how it works and what can go wrong**

by John E. Dowling and Joseph L. Dowling  
The MIT Press, 2016.

[RENWICK 612.84 DOWL](#)



**Understanding childhood hearing loss : whole family approaches to living and thriving**

by Brian J. Fligor  
Rowman & Littlefield, 2015.

[RENWICK 617.80083 FLIG](#)



**Bringing baby home: an Australian Mothercraft nurse's guide to bringing a new baby into today's modern family**

by Christine Minogue  
Macmillan, 2016.

[RENWICK 649.122 MINO](#)

# Accessible Braille Training



UEB Online is a training program for people to learn Unified English Braille (UEB). Unified English Braille has been adopted by many countries and replaces standard English Braille. The program is suitable for classroom and specialist teachers, parents, teacher aides and other professionals supporting children and adults with vision impairment.

This program has been created by the Royal Institute for Deaf and Blind Children's Renwick Centre. We acknowledge the support and permission from the Round Table on Information Access for People with Print Disabilities and Australian Braille Authority for the adaptation of content from the Unified English Braille: Australian Training Manual, 2014 (edited by Howse, J., Riessen, K., & Holloway, L.).

**Fully online braille training program**

**No need for a braille machine**

**Sequenced print to braille exerciser**

**Self-paced learning from your computer**

The UEB Online program uses the information and exercises from the Unified English Braille Australian Training Manual, April 2014, Published by the Round Table on Information Access for People with print Disabilities.

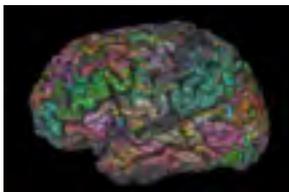
The original training manual contained exercises to be completed using a braille machine. This online version replicates using a braille machine but instead uses select keys on a standard computer keyboard to enter braille online.

<http://accessible.uebonline.org/>



**Frances Gentle**

# NEW ON THE WEB



**The brain dictionary** Where exactly are the words in your head? Scientists have created an interactive map showing which brain areas respond to hearing different words. The map reveals how language is spread throughout the cortex and across both hemispheres, showing groups of words clustered together by meaning. The beautiful interactive model allows us to explore the complex organisation of the enormous dictionaries in our heads.

<https://www.youtube.com/watch?v=k61nJkx5aDQ>

**Eye conditions** RNIB information on individual eye conditions is medically checked and is designed to be as useful as possible.

<http://www.rnib.org.uk/eye-health/eye-conditions>

**Early intervention network:** Supporting Linguistic Competence for Children Who are Deaf or Hard of Hearing

<http://www.gallaudet.edu/clerc-center/sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing.html>

**Social media for people with a disability** Media Access Australia 2016 update

<http://www.mediaaccess.org.au/web/social-media-for-people-with-a-disability>

## Just Arrived!



### **Beginning with braille (2nd edition)**

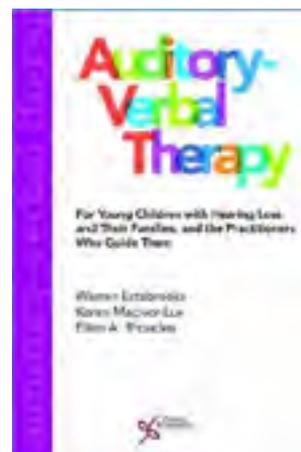
by Anna M. Swenson  
AFB Press, 2016

[RENWICK Q411 SWEN 2016](#)

### **Auditory-verbal therapy for young children with hearing loss and their families, and the practitioners who guide them**

edited by Warren Estabrooks, Karen MacIver-Lux and Ellen A. Rhoades.  
Plural Publishing, 2016.

[RENWICK 618.920978 ESTA-6](#)



# The Australian Childhood Vision Impairment Register

The Australian Childhood Vision Impairment Register is sponsored by the Royal Institute for Deaf and Blind Children, in partnership with families, eye health professionals, low vision agencies such as Vision Australia and Guide Dogs, and educational departments. The Register is the first of its kind in Australia, and began in 2009 in response to a lack of reliable data on Australian children with vision impairment.

There are currently over 1000 children registered, 58% are boys and 42% are girls, most commonly aged between 7 and 13 years. Only a small number of registered children have been born overseas (3%), mainly in England, New Zealand and Lebanon. 85% of families report speaking English as their main language at home.

The signs of vision impairment can be present early in a child's life and the majority of registered children have been suspected to have vision impairment by their first birthday (75%). Vision impairment is typically first noticed by medical professionals (59%), followed by family and friends (41%). Most registered children have vision impairment diagnosed by their first birthday (69%), and 24% by the time they are 6 years old. 77% of registered children have another relative in their family with a similar eye or vision condition.

The most common reason a registered child has vision impairment is that they have a diagnosis of retinal dystrophy (15%) or cortical vision impairment (15%). Albinism is also a common diagnosis (11%). A severe level of vision impairment is most common, found in 52% of registered children.

For more information on ACVIR see <http://www.ridbc.org.au/renwick/australian-childhood-vision-impairment-register-acvir>



**Sue Silveira**



# NEWS FROM THE JOURNALS

## **Revolutionizing the science of learning**

<http://vl2.gallaudet.edu/news/headlines/vl2-revolutionizing-science-learning/>

The cognitive benefits of a visual language are so significant and so lasting that it is imperative to expose deaf babies to sign language early in life lest they lose these advantages needed to build a strong language foundation, says renowned neuroscientist Dr. Laura-Ann Petitto.

## **Exploring the relationship between deaf identity verification processes and self-esteem**

<http://www.tandfonline.com/doi/full/10.1080/15283488.2016.1159963>

Past research has found that self-esteem in deaf individuals is predicted by variables such as the age they become deaf, the type of school they attend, whether they use sign language or another mode of communication, their parents' hearing status, and their family's socioeconomic status. This study applies identity control theory and examines the relationship between Deaf identity verification processes and self-esteem.

## **Pattern learning key to children's language development**

<http://www.sciencedaily.com/releases/2016/05/160505222938.htm>

Psycholinguist Associate Professor Joanne Arciuli from the University of Sydney says research shows children have a remarkable capacity to learn without conscious awareness.

## **Music may help babies learn language skills**

<http://www.abc.net.au/news/2016-04-26/music-may-help-babies-learn-language-skills/7357642>

Babies who engage in musical play may have an easier time picking up language skills, a new study suggests. US researchers compared nine-month-old babies who played with toys and trucks to those who practiced banging out a rhythm during a series of play sessions.

They found the musical group showed more brain activity in regions involved with detecting patterns, an important skill when it comes to learning language.

## **Scientists have improved vision in babies with cataracts using stem cells**

<http://www.sciencealert.com/new-techniques-regrow-lens-and-cornea-tissue-to-repair-eyes-and-restore-vision>

New techniques that use stem cells to regrow damaged lens and cornea tissues in rabbits, monkeys, and babies have been detailed in separate studies today - one that reports successfully restoring vision in the eyes of blind rabbits, and one that describes a new process for removing cataracts in infants.

## **Repeat sounds aid infant learning**

<http://www.ed.ac.uk/news/2016/repeat-sounds-aid-infant-learning>

Babies find it easier to learn words with repetitive syllables rather than mixed sounds, a study suggests. Assessments of language learning in 18-month-olds suggest that children are better at grasping the names of objects with repeated syllables, over words with non-identical syllables. Researchers say the study may help explain why some words or phrases, such as 'train' and 'good night', have given rise to versions with repeated syllables, such as choo-choo and night-night.



## Following Directions



Up, down  
round and round;  
north, south  
homeward bound.



Left, right  
make a turn;  
front, back  
tyres burn.



In, out  
read the map;  
east, west  
wear a cap.



Under, over  
climb all day;  
keep up or we'll  
lose our way.



Follow the leader,  
complete the task;  
if we get lost  
we can always... ASK!



## Contact the library

### Street address

RIDBC Renwick Centre,  
Rydge Family Library  
361-365 North Rocks Rd  
North Rocks NSW 2151  
Australia

### Postal address

RIDBC Renwick Centre,  
Rydge Family Library  
Private Bag 29  
Parramatta NSW 2124  
Australia

Telephone: +61 (0)2 9872 0285

Fax: +61 (0)2 9872 0809

### Online

Email: [renwick.library@ridbc.org.au](mailto:renwick.library@ridbc.org.au)

Web: [www.ridbc.org.au/renwick/library/](http://www.ridbc.org.au/renwick/library/)



RIDBC Renwick Centre Library



renwicklibrary