



## Manitoba Brain Injury ASSOCIATION

### Library Services

The Society for Manitobans with Disabilities library has a number of resources specific to brain injury. You may browse titles here by category.

#### FAMILY

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Griffith, Ernest R.; Lemberg, Sally. *Sexuality and the person with traumatic brain injury : a guide for families.* – Philadelphia, PA : F.A. Davis Company, 1993.

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Lake Erie Institute of Rehabilitation. *A resource for families.* – Erie, PA : Lake Erie Institute of Rehabilitation.

Lash, Marilyn. *When a parent has a brain injury : sons and daughters speak out.* – Worcester, MA : Massachusetts Rehabilitation Commission ; The Upjohn Company, 1993.

Maisey, Dayla. *Discharge planning guide : for those with traumatic brain injury, their families and their friends.* – Okotoks, AB : D. Maisey, [1998].

Maisey, Dayla. *The Never ending journey : a guide for survivors of acquired brain injury, their families and their friends.* – Okotoks, AB : D. Maisey, c1994.

Maisey, Dayla. *The Never ending journey begins : a guide through the intensive care unit for those with traumatic brain injury, their families and their friends.* – Okotoks, AB : D. Maisey, c1997.

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Manitoba Brain Injury Association. *We've been there we can help : a resource guide for family, friends and survivors during the critical and recovery phases.* – Winnipeg, MB : Manitoba Brain Injury Association, [199?]

Mathewson, Mufty. *Courage after coma : a family's journey.* – Edmonton, AB : Uneck Experience Ltd., c1997.

Nowell, Barrie; Rebecca, Nowell. *Are you serious? : a family's devastating encounter with brain injury.* – Edmonton, AB : Spotted Cow Press, 2004.

Peat, Doug. *Head trauma is a family trauma.* 1993.

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Brain Tumour Foundation of Canada. *Brain tumour resource handbook : pediatric version.* – 4th ed. – London, ON : Brain Tumour Foundation of Canada, 1996.

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Johnson, David A.; Uttley, David; Wyke, Maria. *Children's head injury : who cares?* – New York : Taylor & Francis, c1989.

Lash, Marilyn; Cluett, Bob. *A Manual for managing special education for students with brain injury.* – Wolfeboro, NH : Lash & Associates, 1998.

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O'Sullivan, Julia T. *Educating children and adolescents with acquired brain injuries.* – St. John's, NF : Head Injury Association of Newfoundland, 1994.

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### REHABILITATION

- Blackerby, William F.; Burke, William H.; Wesolowski, Michael, D. Head injury rehabilitation : sexuality after TBI. – 2nd ed. – Houston, TX : HDI Publishers, 1996.
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- Calub, Connie. Teaching persons with a brain injury : what to expect. – 2nd ed. – Houston, TX : HDI Publishers, 1996.
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## Manitoba Brain Injury ASSOCIATION

### SMD LIBRARY RESOURCES

#### BOOKS

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#### DVD's

Campana, Jillian. *The Puzzle club : brain injury survivors talk* [DVD]. – Broken Pines Productions, 2005.

#### COMPUTER PROGRAMS

*My house* : language activities of daily living. – Winooski, VT : Laureate Learning Systems, 1997. This is a talking program designed to help communicatively low-functioning children and adults understand and express the language they are likely to encounter in their daily routines. It is suggested for children and adults with language learning disabilities, developmental disabilities, physical impairments and autism; and adults with traumatic brain injury and aphasia

*My school* : language activities of daily living. – Winooski, VT : Laureate Learning Systems, 1997. This is a talking program designed to help communicatively low-functioning children and adults understand and express the language they are likely to encounter in their daily routines. It is suggested for children and adults with language learning disabilities, developmental disabilities, physical impairments and autism; and adults with traumatic brain injury and aphasia.

*My town* : language activities of daily living. – Winooski, VT : Laureate Learning Systems, 1997. This is a talking program designed to help communicatively low-functioning children and adults understand and express the language they are likely to encounter in their daily routines. It is suggested for children and adults with language learning disabilities, developmental disabilities, physical impairments and autism; and adults with traumatic brain injury and aphasia.

*Nouns and sounds*. – Winooski, VT : Laureate Learning Systems, 1998. This program encourages individuals to listen to and discriminate 100 environmental sounds. Both children and adults will enjoy exploring noun sounds, matching them with photographs, and playing games that exercise visual and auditory memory. This program is suitable for children with language learning disabilities, developmental disabilities, visual impairments, hearing impairments, physical impairments, and autism; children and adults with Cochlear Implants and adults with traumatic brain injury or aphasia.

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## Manitoba Brain Injury ASSOCIATION

Semel, Eleanor. Following directions : left and right. – Winooski, VT: Laureate Learning Systems, 2004. This is a drill and practice program that improves skills needed for following directions while it enforces left-right discrimination mastery. The program is intended for children with language disorders, developmental disabilities, physical impairments, autism and attention deficit disorders and adults with developmental disabilities, aphasia and traumatic brain injury.

Semel, Eleanor. Following directions : one and two-level commands. – Winooski, VT: Laureate Learning Systems, 2004. This program presents a series of exercises that challenge the learner's ability to follow one and two-level commands at the same time that it trains basic concepts: spatial relations and directional terms. The program is intended for children with language disorders, developmental disabilities, physical impairments, autism and attention deficit disorders and adults with developmental disabilities, aphasia and traumatic brain injury.

Wilson, Mary Sweig; Fox, Bernard J. Words & concepts I. – Winooski, VT: Laureate Learning Systems, 1997. This program uses 40 early developing nouns to build vocabulary, categorization, word functions, word association, and the concepts of same and different. Suggested for: children and adults with language-learning disabilities, developmental disabilities, physical impairments, visual impairments, hearing impairments, and autism; adults with traumatic brain injury and aphasia; students learning English as a second language (ESL).

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