

## Autism: A Supportive Communication Partner

Open any textbook on autism or disability and you will find several pages and perhaps several chapters dedicated to improving the communication skills or capacities of students with autism. Less common, however, are pages and chapters dedicated to the necessary skills, attitudes, beliefs and abilities of his or her communication partner.

This paradigm, or view, of seeing “communication improvement” as a task for only one person in the communicative act is puzzling as communication is undoubtedly a social act. Therefore, supporting a student's communication involves more than engaging in an assessment or encouraging their participation in a small group discussion. Supporting communication also involves reflection, self-examination, and collaboration with each individual student. The following strategies may help any teacher, family member, or support person as they work to understand, listen to, and communicate with students with autism.

### **Don't Insist on Eye Contact**

In schools, in the work place, and in society in general, eye contact is understood as a “tool” that aids communication. Unfortunately, many with autism find use of this “tool” irritating or even painful. This inability to use (or preference to avoid) eye contact can cause a myriad of problems for the individual with autism. Because eye contact is an expectation for most communication partners, those who do not use it may be seen as impolite, sneaky or distrustful, uninterested, or incapable of attending to a communication act.

Of course as many with autism will share, eye contact for these individuals is not related to listening or attention, except, of course, that avoiding it (for some) can *increase* their ability to listen or attend. Wendy Lawson (1998), who has Asperger's syndrome, claims that making eye contact with a speaker can make the interaction confusing and cause comprehension difficulties. “How much easier is it to hear someone if you can't see his or her face? Then words are pure and not distorted by grimaces and gestures. I can listen better to the tone of someone's voice when I am not confused by the unwritten words of their facial expressions (Lawson, p. 97).”

Jasmine Lee O'Neill (1999), another woman with autism, offers similar advice and insight about the use of eye contact. “Autistic people often glance out the sides of their eyes at objects or at other people. They have very

acute peripheral vision and a memory for details that others miss. Gazing directly at people or animals is many times too overwhelming for the autistic one (O'Neill, p. 26).”

In fact, some individuals purposely avoid eye contact as a strategy for enhancing communication. As one man told me, “I can only participate effectively in conversation if I'm looking at the floor”.

### **Consider Voice Volume and Tone**

Any teacher can attest to the powers of the voice. When I taught high school, I often found that the best way to get the attention of a noisy room of teenagers was to sing. When I taught kindergarten, I often gave directions in a silly falsetto voice. Both of these variations in my voice caught students off guard and appeared to capture their interest. Playing with voice volume, quality, and tone can be a tool in connecting with any student, including those with autism.

One variation in voice that seems unusually helpful is whispering. Many individuals with autism and many parents of learners with autism have reported that whispering (Gerland, 1996; Gillingham, 2000) is a useful communication tool that can be used both for conversing and calming an individual. As a teacher, I often used whispers to give individual students directions or to reinforce key points. I also used it, however, whenever a child was struggling emotionally, physically, or behaviorally. Oftentimes students could be calmed by reassuring words shared in a hushed tone. Gunilla Gerland (1996), a woman with autism, indicates that whispers are extremely helpful in connecting with others. “[Unlike loud voices,] whispers came rushing at me from a long way off, always straight into my head, easily passing through all the passages in my ears, sliding directly up into my mind and rousing it (Gerland, 1996, p. 31-32).

### **Experiment with Indirect Communication**

Many individuals with autism feel uncomfortable having direct conversations or engaging in direct interactions (Williams, 1992; 1998). For example, I once worked with a student, Buddy, who hated to be greeted directly. If he happened to answer the door when I visited his house, he would often slam the door in my face or run directly into the bathroom and lock himself in.

# Southeastern Washington Autism Conference Youth Social

Hosted by

Autism Society of Washington, Tri-Cities Chapter & The Neurological Resource Center

Special Event

for

High School Age Youth with Autism

July 31, 2008

6:30 – 8:30 p.m.

Three Rivers Convention Center

7016 Grandridge Blvd.

Kennewick, WA

Music, Dancing, Games, X-box, Wii and Game Cube

Refreshments will be provided.

**Please RSVP to: [youthsocialrsvp@yahoo.com](mailto:youthsocialrsvp@yahoo.com)**

TNRC Office and Library Hours:

Monday-Thursday 8:30 - 5:00

Friday 8:30 - 4:00

Occasionally closed for lunch from 12:00-1:00 p.m.

**WEBSITE: [www.neurologicalresource.org](http://www.neurologicalresource.org)**

*The NeuroTransmitter* is published 11 times a year by The Neurological Resource Center, a non-profit organization at 712 Swift Boulevard, Suite 1, Richland, Washington, 99352. Phone: 509/943-8455 Fax: 509/943-1497

## ***We need your participation!***

Your annual membership helps provide to the community:

- Support groups
- Educational programs
- Community services and facilities referrals
- Production/distribution of this newsletter to over 2500 locations
- Educational Library

**Suggested membership:** \$25—Individual; \$50—Family; \$100—Corporate/Healthcare; \$150—Platinum Corporate/Healthcare

## **Board of Directors**

Chair: Jeff Stevey

Vice-Chair: Barbara Grant

Treasurer: Don Miksch

Secretary: Pam Knutson

Larry Christensen; Matthew Fewel, M.D.; Marilyn Hodgson; De Martucci, RN; Shakti Matta, M.D.; Wayne May; Nancy McMurray; Jodi Melland; Rand Wortman.

## **Medical Advisors**

P. Cancado, M.D.; F. Cole, M.D.; Toomas Eisler, M.D.; Matthew E. Fewel, M.D.; De Martucci, R.N.; A.K. Sen, M.D.; C. Daniel Washington, M.D.; and Hui-Juan Zhang, M.D.

## **Newsletter**

Editor: Heidi Hill

Newsletter Assistance: Linda and Homer

Boothe, Lisa Richards

## **Executive Director**

Karen Hayes, M.A.

**United Way**  
of Benton and Franklin Counties

**KADLEC**  
Medical Center

### **Membership Form**

Yes, I would like to join/renew with a membership to The Neurological Resource Center. My check is enclosed.

A \$ \_\_\_\_\_ donation above the membership fee is enclosed.

I would like to volunteer my time.

I can't pay for a membership at this time, but would like to continue receiving *The NeuroTransmitter*.

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Please make your check payable to: The Neurological Resource Center  
712 Swift, Suite 1 Richland, WA 99352

*Your membership and donation are tax deductible.*

## TNRC NEW LIBRARY ADDITIONS

July 2008

- ADHD** *ADHD Grown Up—A Guide to Adolescent and Adult ADHD*, Joel L. Young, M.D., c.2007, 322 pages (616.8589 You)  
*ADHD—Not Just a Child's Disorder*, Joel L. Young, M.D., Birgit H. Amann, M.D. David Giwerc, MCC, c.2006. 20-minute DVD (616.8589 DVD 826)  
*4 Weeks to an Organized Life with AD/HD*, Jeffrey Freed, M.A.T. and Joan Shapiro, M.D., c.2007, 203 pages (616.8589 Fre)
- ALZHEIMER'S** *Alzheimer's and Other Dementias*, Harry Cayton, Dr. Nori Graham, Dr. James Warner, c.2008, 236 pages (616.831 Cay)  
*Caregiving Tips A-Z—Alzheimer's and Other Dementias*, Starr Calo-oy with Bob Calo-oy, c.2008, 442 pages (616.831 Cal)  
*Creating Moments of Joy*, Jolene Brackey, c.2007, 330 pages (616.831 Bra)  
*The Enduring Self in People with Alzheimer's*, Sam Fazio, c.2008, 174 pages (616.831 Faz)  
*Savages*, 20th Century Fox, c.2007, 114 minutes (616.831 DVD 836)  
*What If It's Not Alzheimer's? - Includes vital information on Frontotemporal Dementia, Revised Ed.*, Edited by Lisa Radin & Gary Radin, c.2008, 360 pages (616.831 Rad)
- AUTISM/  
ASPERGER'S** *Alone Together: Making an Asperger Marriage Work*, Katrina Bentley, forward by Tony Attwood, c.2007, 128 pages (616.8982 Ben)  
*Asperger's from the Inside Out*, Michael John Carley, c.2008, 252 pages (616.8982 Car)  
*Asperger Syndrome and Employment*, Genevieve Edmonds and Luke Beardon, editors, c.2008, 176 pages (616.8982 Edm)  
*Asperger Syndrome and Social Relationships*, Genevieve Edmonds and Luke Beardon, editors, c.2008, 170 pages (616.8982 Edm)  
*Autism 24/7*, Andy Bondy, Ph.D. & Lori Frost, M.S., c.2008, 117 pages (616.85882 Bon)  
*Getting the Best for Your Child with Autism—An Expert's Guide to Treatment*, Bryna Siegel, Ph.D., c.2008, 279 pages (616.85882 Sie)  
*Normal People Scare Me—A Film about Autism*, Normal Films, c.2006, 90 minutes (616.85882 DVD 840)  
*The Sandwich Kid—A film about the triumphs and challenges of siblings of people with disabilities*, c.2006, Normal Films, c.2006, 73 minutes (616.85882 DVD 839)  
*What You Can Do Right Now to Help Your Child with Autism*, Jonathan Levy, c.2007, 177 pages (616.85882 Lev)
- CHRONIC  
PAIN** *8 Steps to a Pain-Free Back*, Esther Gokhale, L.Ac. , c.2008, 214 pages (616.047 Gok)
- FETAL ALCOHOL  
SYNDROME** *Finding Perspective. . .Raising Successful Children Affected by Fetal Alcohol Spectrum Disorder*, Liz Lawryk and Parents Everywhere, c.2005, 237 pages (618.326861 Law)
- FIBROMYALGIA** *Healing Fibromyalgia—The 3-Step Solution*, David H. Trock, M.D. and Frances Chamberlain, c.2007, 244 pages (616.74 Tro)
- LYME  
DISEASE** *2008 Lyme Disease Annual Report—A Yearly Update for Doctors and Patients*, Rosner and contributing writers, c.2008, 149 pages (616.92 Ros)  
*The Lyme Disease Solution*, Kenneth B. Singleton, M.D., c.2008, 522 pages (616.92 Sin)
- OCD** *What to Do When Your Brain Gets Stuck—A Kid's Guide to Overcoming OCD*, Dawn Huebner, Ph.D., c.2007, 95 pages (616.85227 Hue)

Cont. on page 10

# **Southeastern Washington Autism Conference**

---

**Thursday, July 31—Friday, August 1, 2008**

---

*Keynote Speakers:*

**Temple Grandin, Ph.D.  
Paula Kluth, Ph.D.**



*Presented By:*

**The Neurological Resource Center  
Kadlec Foundation  
Carson Kolzig Foundation**

*Location:*

**Three Rivers Convention Center  
Kennewick, WA**

---

**For additional information and to download brochure:**

**[www.SpectrumTrainingSystemsInc.com/sewashington](http://www.SpectrumTrainingSystemsInc.com/sewashington)**

---

His behavior would change dramatically, however, if I avoided greeting him, looked at the floor, and handed him a card that read, "Hi Buddy". In these instances he would step aside, let me enter, and join me in the family dining room.

Donna Williams, a woman with autism, shares that she prefers to interact and socialize in ways that are more indirect or detached. "The best way I could have been given things would have been for them to be placed near me with no expectation of thanks and no waiting for a response. To expect a thank-you or a response was to alienate me from the item that prompted the response" (1992, p. 216). Williams (1998), suggests that teachers use costumes, foreign accents, conversation-songs, rhymes and puppets to cultivate interactions that "encourage expression in a way that allows some degree of personal distance". Williams suggests that these props and activities help students "develop self-awareness in a self-controlled and self-regulated way" (p. 306). Indeed, Junee Waites (2001), the mother of a man with autism, shared in her book, *Smiling at the Shadows*, that she couldn't get her son to engage in household routines until she sang to him. If she was sweeping the floor, for example, and wanted him to help, she would croon, "We're sweeping the floor, sweeping the floor!" Waites reported that she used this strategy across situations and environments and that it was wonderfully successful.

In addition to singing, there are a variety of other ways to make communication less direct. If a student does not want to read in front of the group, perhaps giving her a toy microphone or a special hat will give her the confidence and inspiration to do so. If a student does not like to answer peers who wish him a good morning, the entire class might say hello through handshakes, high-fives, or by learning greetings in other languages. Written communication (e-mail, communication cards) and gestures (sign language, holding up a hand to indicate "wait") can also be used for students preferring indirect communication.

### **Help Students Understand Language**

Many students with autism have difficulties understanding some types of language. For instance, students may interpret language quite literally. I learned just how literal some students are when I took one of my students swimming. As Tom entered the pool area, he began walking straight for the deep end. I shouted at him to "turn around" as he got to the edge of the pool, thinking that he would know to turn his back to the water in order to climb down the metal ladder

leading into the water. I was puzzled, but quickly understood when Tom began twirling in circles. He was "turning around" as I had asked.

Another young woman, Rio, had a difficult time hanging out in the school cafeteria because all of her teenage peers spoke in slang. She often had to ask peers to "interpret" their conversations. On the suggestion of one of her homeroom classmates, she began keeping a diary of all of her translations and added to the volume whenever she encountered a new word or concept. While the diary began as a communication tool for Rio, it had the unintended benefit of bringing her closer to her peers; students often approached Rio to share new terms they had learned or to review the diary for language they themselves didn't understand. Students with autism may need help interpreting figurative language like idioms (e.g., sitting on the fence, hold your horses), jokes or riddles, metaphors (e.g., he was on fire), phrases or slang expressions with double meaning, and sarcasm (e.g., saying, "good work" to someone who has just tripped). Teachers might offer support in the following ways:

- Double-check with all students to make sure directions or questions are understood.
- Provide opportunities for students to learn about language (e.g., present a "metaphor of the week").
- Use visuals to help students remember the meanings of figurative language (e.g., draw a picture of an angry person literally "flying off" of a handle).
- Encourage the student to keep a personal dictionary or encyclopedia of puzzling language; every time the individual is confused by a word or use of a phrase, explain it and have them add it to their dictionary.

### *References*

- Gerland, G. (1997). *A real person: Life on the outside*. Souvenir Press, London, UK
- Gillingham, G. (2000). *Autism: A new understanding*. Edmonton, Canada: Tacit Publishing.
- Lawson, W. (1998). *Life behind glass*. Philadelphia, PA: Jessica Kingsley.
- O'Neill, J.L. (1999). *Through the eyes of aliens: A book about autistic people*. Philadelphia, PA: Jessica Kingsley.
- Waites, J., & Swinbourne, H. (2001). *Smiling at the shadows: A mother's journey through heartache and joy*. New York: Harper Collins.
- Williams, D. (1992). *Nobody nowhere: The extraordinary biography of an autistic*. New York: Avon.



# July 2008

AD= Alzheimer's **Callaway**= Callaway Gardens  
 CFIDS= Chronic Fatigue Immune Dysfunction Syndrome **Fibro** = Fibromyalgia

Sun                      Mon                      Tue                      Wed                      Thu                      Fri                      Sat

		1 2:00 pm MS @ TNRC	2 7:00 pm Traumatic Brain Injury @ TNRC	3	4   <b>Office Closed</b>	5
6	7	8 2:00 pm CFIDS/ Fibromyalgia @ TNRC	9	10 1:30 pm Parkinson's @ TNRC	11 12:00 pm Tourette's @ TNRC	12
13	14 2:00 pm Caregivers @ Manor at Canyon Lakes	15 1:00 pm Caregivers @TNRC	16 2:00 pm Stroke @ TNRC	17 12:00 pm AD @ Guardian Angel  5:30 pm AD @ Callaway Gardens	18	19 1:00 pm Post Polio @ TNRC
20	21	22	23	24	25	26 <b>ALS</b> Family Picnic at home of Debbie Luhrs.  Please call 545-5411 for more info.
27	28 12:30 pm Male Caregivers @ Callaway Gardens 6:30 pm ADD Parents @ TNRC 6:30 pm MS @ Mid. Col. Library	29	30	31  <b>Southeastern Washington Autism Conference</b>  <b><u>Office Closed</u></b>		

# August 2008

**AD**= Alzheimer's **Callaway** = Callaway Gardens **CFIDS** = Chronic Fatigue Immune Dysfunction Syndrome  
**Fibro** = Fibromyalgia **Guardian** = Guardian Angel

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 <b>Southeastern Washington Autism Conference</b>  <b><u>Office Closed</u></b>	2
3	4	5 2:00 pm MS @ TNRC	6 7:00 pm Traumatic Brain Injury @ TNRC	7	8 12:00 pm Tourette's @ TNRC	9
10	11 2:00 pm Caregivers @ Manor at Canyon Lakes	12 2:00 pm CFIDS/ Fibromyalgia @ TNRC	13	14	15	16 1:00 pm Post Polio @ TNRC
17	18	19 1:00 pm Caregivers @ TNRC	20 2:00 pm Stroke @ TNRC	21 12:00 pm AD @ Guardian  5:30 pm AD @ Callaway  5:00 pm Lyme Disease @ TNRC	22	23
24	25 12:30 pm Male Caregivers @ Callaway Gardens 6:30 PM ADD Parents @ TNRC 6:30 pm MS @ Mid. Col. Library	26	27 6:00 pm ALS @ TNRC	28	29	30
31						

# July Support Group News

## Alzheimer's (Light Meals Served)

**Thursday, July 17 from 5:30 p.m. -7:00 p.m.**

Callaway Gardens  
5505 West Skagit Court  
Kennewick, WA 99336

**Thursday, July 17 from 12:00 p.m.**

Guardian Angel / Tudor House  
245 Van Giesen Street  
Richland, WA 99352

## Amyotrophic Lateral Sclerosis (ALS)

*Co-sponsored with the ALS Assoc. Evergreen Chapter*

**Saturday, July 26**

ALS Family Picnic  
Home of Debbie Luhrs  
Call 545-5411 for time, directions and info.

## Attention Deficit Disorder (Parent Group)

**Monday, July 28 at 6:30 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Caregivers

**Monday, July 14 at 2:00 p.m.**

Manor at Canyon Lakes, East Wing  
2802 West 35<sup>th</sup>  
Kennewick, WA 99337

**Tuesday, July 15 at 1:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Caregivers (For Men Only)

**Monday, July 28 at 12:30 p.m.**

Callaway Gardens  
5505 West Skagit Court  
Kennewick, WA 99336

## Chronic Fatigue Immune Deficiency Syndrome/Fibromyalgia

**Tuesday, July 8 from 2:00 p.m. -3:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Lyme Disease

Not meeting in July.

## Multiple Sclerosis

**Tuesday, July 1 at 2:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

**Monday, July 28 at 6:30 p.m.**

Mid-Columbia Library  
405 South Dayton Street  
Kennewick, WA 99336  
*Co-sponsored with the MS Society*

## Parkinson's

**Thursday, July 10 at 1:30 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Post Polio

**Saturday, July 19 at 1:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Stroke

**Wednesday, July 16 at 2:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Tourette's

**Friday, July 11 at 12:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Traumatic Brain Injury

**Wednesday, July 2 at 7:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

# August Support Group News

## Alzheimer's (Light Meals Served)

**Thursday, August 21 at 5:30 p.m.**

Callaway Gardens  
5505 West Skagit Court  
Kennewick, WA 99336

**Thursday, August 21 at 12:00 p.m.**

Guardian Angel / Tudor House  
245 Van Giesen Street  
Richland, WA 99352

## Amyotrophic Lateral Sclerosis (ALS)

*Co-sponsored with the ALS Assoc. Evergreen Chapter*

**Wednesday, August 27 at 6:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Attention Deficit Disorder (Parent Group)

**Monday, August 25 at 6:30 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Caregivers

**Monday, August 11 at 2:00 p.m.**

Manor at Canyon Lakes, East Wing  
2802 West 35<sup>th</sup>  
Kennewick, WA 99337

**Tuesday, August 19 at 1:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Caregivers (For Men Only)

**Monday, August 25 at 12:30 p.m.**

Callaway Gardens  
5505 West Skagit Court  
Kennewick, WA 99336

## Chronic Fatigue Immune Deficiency Syndrome/Fibromyalgia

**Tuesday, August 12 at 2:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Lyme Disease

**Thursday, August 21 at 5:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Multiple Sclerosis

**Tuesday, August 5 at 2:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

**Monday, August 25 at 6:30 p.m.**

Mid-Columbia Library  
405 South Dayton Street  
Kennewick, WA 99336  
*Co-sponsored with the MS Society*

## Parkinson's

Not meeting in August.

## Post Polio

**Saturday, August 16 at 1:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Stroke

**Wednesday, August 20 at 2:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Tourette's

**Friday, August 8 at 12:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352

## Traumatic Brain Injury

**Wednesday, August 6 at 7:00 p.m.**

The Neurological Resource Center  
712 Swift Boulevard, Suite 1  
Richland, WA 99352



The Neurological Resource Center  
 712 Swift Blvd, Suite 1  
 Richland, WA 99352-3578

Non-Profit Organization  
 U.S. Postage Paid  
 Permit No. 19  
 Richland, WA 99352

**RETURN SERVICE REQUESTED**

*The NeuroTransmitter*  
**July & August 2008**  
 Volume 27, Number 7

**Thank You, Dorothy Lang!**  
**For your 4 years of leading the Alzheimer’s Support Group at Callaway Gardens.**  
**Your leadership will be missed!**

Cont.from page 3	<b>TNRC NEW ADDITIONS, continued</b>
<b>PARKINSON’S DISEASE</b>	<p><i>Life in the Balance –A Physician’s Memoir of Life, Love, and Loss with Parkinson’s and Dementia</i>, Thomas Graboys, M.D., c.2008, 199 pages (616.833 Gra)  <i>LSVT Loud—Speech exercises for people with Parkinson Disease</i>, LSVT Global, c.2008, (616.833 DVD 838)</p>
<b>SJÖGREN’S SYNDROME</b>	<p><i>The Dry Eye Remedy</i>, Robert Latkany, c.2007, 216 pages (616.775 Lat)</p>
<b>STRESS</b>	<p><i>They Can’t Find Anything Wrong! - 7 Keys to Understanding, Treating, and Healing Stress Illness</i>, David D. Clarke, M.D., c.2007, 199 pages (616.98Cla)</p>
<b>STROKE</b>	<p><i>Growing Old Is Not For Sissies</i>, Gerald and Pauline McClosky, c.2005, 102 pages (616.81 McC)</p>
<b>TOURETTE’S SYNDROME</b>	<p><i>Tourette’s Syndrome—Our Story, Everything We Wish We Were Told, and Hints We Learned Along the Way</i>, Pamela Smerglia, c.2007, 45 pages (616.83 Sme)</p>
<b>TRAUMATIC BRAIN INJURY</b>	<p><i>Brain Injury Survivor’s Guide</i>, Larry &amp; Beth Jameson, c.2008, 194 pages (617.481 Jam)  <i>The Lookout</i>, Miramax Productions, c. 2007, 99 minutes (617.481 DVD 837)</p>