

Deafblind Library Collection

Curriculum

Basic Skills Activity Routines

Texas School For The Blind And Visually Impaired

1994 Book

A companion book to "Basic Skills for Community Living". 210 different Activity Routines listed with an Activity Routine Discrepancy Analysis Forms for each. Included are personal hygiene, eating and drinking, preparing food, dressing, housekeeping, recreation and leisure and vocational domains. Provides basic steps that an activity can be broken into for consistent performance. 230 pp.

Basic Skills for Community Living/ A Curriculum for Students with Visual Impairments and Multiple Disabilities

Texas School for the Blind and Visually Impaired

1996 Book

Designed for students who are between 6-22 years. It is particularly designed for students who learn best with highly structured routines and who have great difficulty generalizing what they learn to new situations. Includes functional activities and assessment procedures. Companion book is: "Basic Skills Activity Routines". 400 pp.

Component 01: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Communication Skills

Stoelting Company

1985 Book

This curriculum guide is designed specifically for those deaf-blind children whose additional handicapping conditions are so multiple and severe that they cannot usually benefit from existing approaches that assume the presence of one or more alternate learning channels. Subjects addressed include tactile communication, signing, fingerspelling, communication level described. 55pp.

Component 02: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Techniques of Daily Living

Stoelting Company

1985 Book

This curriculum guide is designed specifically for those deaf-blind children whose additional handicapping conditions are so multiple and severe that they cannot usually benefit from existing approaches. Teaching daily living skills can be used to work on many language concepts, gross and fine motor skills, and interaction skills. Four categories of assistance---total physical manipulation, assistance, prompts, independent---are broken into ten levels that are then charted to allow for assessment and daily recording. 30pp.

Curriculum

Component 03: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Orientation & Mobility

Stoelting Company

1985 Book

This orientation and mobility curriculum guide is designed specifically for use with deaf-blind, severely handicapped students. The purpose is to devise a curriculum guide that would help to develop the prerequisite skills needed by a student prior to being able to participate in a formal orientation and mobility program. Seven areas include: Perceptual development, gross motor development, fine motor development, body image development, cognitive development, interaction with adults, peers and the environment, and travel skills. 267pp.

Component 04: Curriculum Guide for DeafBlind and Severely Multi-Handicapped Students: Sensory Stimulation

Stoelting Company

1985 Book

This curriculum guide is designed specifically for those deaf-blind children whose additional handicapping conditions are so multiple and severe that they cannot usually benefit from existing approaches. This guide is divided into five sections: tactile, gustatory, olfactory, visual, auditory. The goal of this guide is to foster active involvement in a well balanced program of sensory stimulation and to encourage increasingly more active, specific and functional kinds of responses to stimulation. 79pp.

Elementary Concepts for Students with Visual Impairments, Description and Use

O'Sail, B., Levack, N., Donovan, L., Sewell, D.

Texas School for the Blind and Visually Impaired

2001 Book

The primary goal of this curriculum is to provide a foundation for students to function at their highest potential. 814pp.

Green Bean Program, the Self Feeding Curriculum for Students Who Are Deaf and Blind

Inman D. & Black C.

Oregon Research Institute

1987 Book

This program is designed to communicate to those who come in contact with students who are classified as deaf and blind and have some degree of residual vision but do not use this vision efficiently. The goal of the program is to increase the extent to which these students use their residual vision skills while eating. 68pp.

Horticulture Program: Perkins School for the Blind

Perkins School for the Blind

1994 Book

20 page booklet with color photos. It provides a brief overview of the program as well as the program in action. It highlights adaptive equipment & creative teaching methods that make the program work so well. 20 pp.

Curriculum

Independent Living: A Curriculum with Adaptations for Students with Visual Impairments

Loumiet, R & Levack, N

Texas School for the Blind & Visually Impaired

1999 Book

A Curriculum with Adaptations for Students with Visual Impairments
Master Evaluation Forms, Do Not Complete. To be used with Volume I, II, III.
148 pp. For reference only.

Independent Living: Assessment and Ongoing Evaluation booklet

Texas School For The Blind

1993 Book

Reproducible forms to be used with, Independent Living, A Curriculum for Adaptations for Students with Visual Impairments; Volume 1: Social Competence, Volume 2: Self Care and Maintenance of Personal Environment, and Volume 3: Play and Leisure. (Master evaluation forms, Please do not write on these forms.) 148pp.

Independent Living: Volume I: Social Competence

Levack N. & Loumiet R.

Texas School For The Blind and Visually Impaired

1993 Book

Volume 1 of a 3 volume curriculum for students with visual impairments, will help you in assessing, teaching, and evaluating students from school age to adulthood who will live independently or with minimal assistance in social skills. Companion assessment and ongoing evaluation forms are also available in "Independent Living; Assessment and Ongoing Evaluation booklet". 248 pp.

INSITE Model, The: Volume I, A Model of Home Intervention for Infant, Toddler and Preschool Aged Multihandicapped Sensory Impaired Children

SKI-HI Institute

1989 Book

Volume I contains overview, background and rationale for the INSITE model; the multihandicapped sensory impaired child and his family; support services; and home visit techniques, communication and hearing. 350pp. Large Binder

INSITE Model, The: Volume II, A Model of Home Intervention for Infant, Toddler and Preschool Aged Multihandicapped Sensory Impaired Children

SKI-HI Institute

1989 Book

Volume II contains vision, cognition, motor impairments and developmental resources. 397pp. Large Binder

Curriculum

Perkins Activity and Resource Guide, Volume One

Perkins School for the Blind
1992 Book

This book is intended to be used as a resource for a range of professionals, parents, and other caregivers who are working with children with visual and multiple disabilities.

Perkins Activity and Resource Guide, Volume Two

Perkins School for the Blind
1992 Book

A handbook for teachers and parents of students with visual and multiple disabilities.

Science Curriculum for DeafBlind Students

Perkins School for the Blind
1978 Book

Covers: Living things, earth and universe, forces and changes, matter and its characteristics, general scientific skills, and fantasy versus reality, divided by developmental level. 173pp.

Sex Education: A Curriculum for the DeafBlind

Perkins School for the Blind
1981 Book

This was developed to respond to the need for an appropriate sex education curriculum for multihandicapped, visually & auditorily impaired student functioning at a variety of levels in development. 130pp.

Teacher's Guide to Teaching TTY Skills, A

Bauer, M.
US West Communications
1994 Book

Basic Information for educators. This guide will show how to incorporate TTY training into the school day. Very practical with illustrations. 17pp.