Deafblind Library Collection
Daily Living Skills-sleep, feeding, sexuality, social skills

Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies, The
Sacks, S., Kekelis,L., Gaylord-Ross, R.
American Foundation for the Blind
1992 Book
The purpose of this book is to help practitioners understand why children who are blind and visually impaired often fail to have positive social interactions and to point the way toward intervention strategies. 214pp.

Educating Children with Multiple Disabilities: A Transdisciplinary Approach
Orelove, F. & Sobsey, D.
Paul H. Brookes Publishing Co.
1996 Book
This resource offers valuable information on meeting the health care needs of learners who have sensorimotor difficulties, vision and/or hearing impairments, mental retardation, and other disabilities. 494pp.

Feeding Infants and Young Children with Special Needs
University of Colorado School of Nursing
Learner Managed Design
No date listed Video
Explains why some infants & young children have trouble eating and explores ways to make feeding such a child easier for parents and children. Many problems can occur at birth or as an infant matures that may impact the development of natural sucking and swallowing movements. Techniques are demonstrated to help alleviate the feeding problems of special needs infants and children to encourage the development of more satisfying feeding patterns. Video, 26 min. and instruction manual.
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Focused On Importance and Need for Social Skills
Sacks, S., Wolfte, K., Thomas, K.
AFB Press
2000 Video
This is the 1st module in a series of five. This module provides an overview of the importance of social competence, and it details the course of social skills development in children in general as well as children who are blind or visually impaired. Video, 26 min. and study guide, 28 pp.

Focused On Social Skills Assessment Techniques
Sacks, S. & Wolfte, K.
AFB Press
2000 Video
This is the second in a series of five modules. This module focuses on the importance of social skills assessment and it identifies tools and techniques that can be used for evaluation. Video, 21 min. and study guide, 49 pp.

Focused On Social Skills for Teens and Young Adults with Visual Impairments
Wolfte,K., Thomas, K. & Sacks, S
AFB Press
2000 Video
This is the 5th in a series of five modules. This module focuses on training students who are blind or visually impaired to be socially competent at the middle and secondary level. Video, 28 minutes and study guide, 44pp.

Focused On Teaching Social Skills to Visually Impaired Elementary Students
Sacks, S. & Wolfte, K.
AFB Press
2000 Video
This is the 4th module in a series of five. This module emphasizes social-skills interventions and strategies for elementary and middle-school aged students with visual impairments. Video, 32 min. and study guide, 36 pp.

Focused On Teaching Social Skills to Visually Impaired Preschoolers
Kekelis, L., Sacks, S., Wolfte, K.
AFB Press
2000 Video
The 3rd module in a series of 5 modules. This module focuses on teaching social skills to children from birth to 5 years of age who are blind and visually impaired. Video, 31 min. and study guide, 33pp.
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*From The Heart: On Being the Mother of a Child with Special Needs*
Marsh, J. (Ed.)
Woodbine House
1995 Book
This book has eye-opening narratives based on the parent support group process. Nine mothers explore the intense, sometimes painful, emotional terrain of raising a child with special needs. 149pp.

*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.

*Independent Living: A Curriculum with Adaptations for Students with Visual Impairments*
Loumiet, R & Levack, N
Texas School for the Blind & Visually Impaired
1999 Book

*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.
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**Independent Living: Volume II: Self-Care and Maintenance of Personal Environment**
Levack N. & Loumiet R.
Texas School for the Blind and Visually Impaired
1993  Book
Volume 2 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 self care. Companion assessment and ongoing evaluation forms are also available in "Independent Living; Assessment and Ongoing Evaluation booklet". 285pp.

**Independent Living: Volume III: Play and Leisure**
Levack N. & Loumiet R.
Texas School for the Blind and Visually Impaired
1993  Book
Volume 3 of a 3 volume curriculum for students with visual impairments. It will help you in assessing, teaching, and evaluating students in play and leisure, from school age to adulthood who will live independently or with minimal assistance. Companion assessment and ongoing evaluation forms are also available in "Independent Living; Assessment and Ongoing Evaluation booklet". 175pp.

**Introduction to Sexuality Education for Individuals Who Are Deaf-Blind and Significantly Developmentally Delayed**
Moss, K. & Blaha, R.
DB-Link
2001  Book
This practical guide was written to focus on all children with vision and hearing loss but also on the child who has very rudimentary communication skills, is inwardly focused and is not likely to seek out other people to engage in typical social interactions. 120pp.

**Learning Together: A Parent Guide to Socially Based Routines for Visually Impaired Infants**
Chen, D., Friedman, C., & Calvello, G.
Blind Babies Foundation
1988  Book
This guide focuses on home routines, activities you usually do with your baby. We call them "socially based" because you usually do them together. In this way your baby learns to help. Suggested activities are most appropriate for infants between 6-24 months developmentally. 39 pp.
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*Sexuality of Your Child with Disabilities, The*
   Pendler, B. (Parent of a child with Downs Syndrome)
   PACER Center
   1988 Video
   A workshop for parents of children with disabilities. 58 minutes

*Sleep Better, A Guide to Improving Sleep for Children with Special Needs*
   Durand M.
   1998
   This book offers step-by-step "how to" instructions for addressing a variety of sleep problems. 262 pp.

*Understanding DeafBlindness: Issues, Perspectives and Strategies*

*Volume I (500 pages) and Volume II (418 pages)*
   Alsop, L. (ed.)
   SKI-HI Institute
   2002 Book
   A comprehensive 2 volume curriculum for parents, interveners and service providers working with children and adults who are deafblind. Topics covered include communication, concept development, vision, hearing, touch, sensory integration, intervention, family issues, physical education, additional disabilities, orientation and mobility, community support and evaluation. Individual chapters were written by professionals with expertise in their respective subject areas.

*You And Me: Volume IV & V (Social Connections)*
   Teaching Research Division, Western Oregon University
   1997 Video
   This is the fourth of a six part video series that describes the education of a child who is Deaf-Blind. This video continues to portray Riley Ford, who is totally blind and has a profound hearing loss. Volume 4: Mobility: This volume describes the importance of movement and mobility in building social connections for a child who is deaf-blind. Being taught both small and large motor mobility helps to achieve as much independence as possible. Volume 5: Social Networks: Acquaintances, friends, and relationships constitute the most important part of our lives. Includes volume 4 & 5.