

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

Orellove, 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., Wolffe, 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. & Wolffe, 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

Wolffe, 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. & Wolffe, 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., Wolffe, 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

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.

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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.