

ADDRESSING THE EXPANDED CORE CURRICULUM

As a result of Best Practice and SB 39, Region 10 ESC CTVIs and COMS evaluate and address the need for instruction in all 9 areas of the ECC through the FVE/LMA and O&M evaluation process and through annual checklists. The following are sample writings from a variety of evaluations. They are meant to be used as examples only.

Sample 1

Expanded Core Curriculum: The Expanded Core Curriculum includes a set of skills that are impacted by vision loss that must be systematically and sequentially taught to the visually impaired student. These areas include:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

Compensatory skills are those needed by blind and visually impaired students in order to access all areas of core curriculum. In an assessment of these skills, S demonstrated competency in using large print to access the general curriculum and orientation and mobility skills. S demonstrated strengths in social interactions skills, independent living skills, and recreation and leisure skills. S is a regular participant in Region 10 Expanded Core Curriculum events, enjoys cooking at home and enjoys socializing with her family and friends. She is a proficient user of a wide variety of assistive technology and demonstrated good use of her residual vision. S did demonstrate a weakness in the area of career education and is currently receiving direct instruction from a Teacher of the Visually Impaired to work on post-secondary transition.

Sample 2: Infant

Expanded Core Curriculum/The Oregon Project for Preschool Children Who are Blind or Visually Impaired: Several skills checklist from the Oregon Project were completed with the help of L's parents and Mrs. M, his classroom teacher:

1. **Cognitive:** L has attained 10 out of 17 skills expected of a 3-4 year old. This is equated to the Compensatory/functional academic skills of the ECC and includes the areas of Language and Communication. **Language:** L has attained 11 out of 17 skills expected of a 3-4 year old

2. **Compensatory Sensory Training:** this area will need to be addressed for pre-braille and braille instruction. L has emerging tactile skills that indicate he would be able to acquire the necessary skills to read braille and print. This will address functional academic skills and some elements of visual efficiency and Assistive technology of the ECC.
3. **Vision:** L has attained 9 out of 14 skills expected of a 3-4 year old. This is equated to the Visual efficiency area of the ECC. L shows strength in tactile gross motor activities such as gathering items and putting them in a container. He has a weakness in fine tasks that require direct instruction to obtain such as tactile tracking.
4. **Self-Help:** L has attained 8 out of 19 expected of a 3-4 year old. This area appears to be a weakness in the area of the ECC cover self-help and self-determination. This is being addressed in the PPCD classroom within the curriculum.
5. **Social:** L has attained 16 out of 18 skills expected of a 3-4 year old and 4 of 15 skills expected of a 4-5 year old. This area correlates with the Social interaction skills of the ECC and indicates that L has a strength in the area of social interactions with peers and adults as well as Recreation and Leisure in the ECC.
6. Due to L's age the areas of the ECC addressing Career education and independent living skills will be addressed at a later time.

All age applicable ECC areas are being addressed within the PPCD curriculum except those related to pre-braille, braille and visual efficiency. Those will be addressed by the teacher of the visually impaired in collaboration with the PPCD staff so that instruction is being reinforced throughout L's day.

Sample 3: PPCD

Expanded Core Curriculum: The Expanded Core Curriculum includes a set of skills that are impacted by vision loss and may require intervention and systematic instruction.

G's areas of both strengths and weaknesses in the nine areas of the ECC are as follows:

- **Compensatory Skills** –G is a student diagnosed as deaf blind. During the evaluation she demonstrated ear-hand coordination by reaching for objects and toys with sound. She purposefully turned her head to localize sound when in a sitting position. She searched briefly for objects that were familiar to her (cheerios, pacifier) but had difficulty with novelty objects especially at a distance greater than 2 feet. G enjoyed being touched by familiar people and responded by widening her eyes and smiling. She responded well to the evaluator and was very alert and compliant during the observation. Although G used both hands to reach and explore objects, she used

her left hand more than her right. A bumpy switch with a CD music player was recommended to encourage touch using both hands.

- **Social Interaction Skills**-G is very social in her school setting. She interacts by smiling, laughing and making sounds. She enjoyed age appropriate play time with her teachers and her peers in the school gym.
- **Independent Living Skills**- G independently fed herself and can travel independently when placed in her kid walk. G's teacher assistant reported that G had independently explored various areas in her classroom this year. Although she is challenged in the area of dressing herself due to physical abilities, when prompted, G made effort to assist with dressing by putting her arms or legs through clothing.
- **Recreation and Leisure** – G was observed in the school's gym playing and interacting with her peers. She enjoyed going outside to the playground area where she smiles, laughs and play. She was noted smiling and turning her head to watch the other kids as they played. Teachers reported that G participates with her younger sister in family activities. It is recommended that G participates in community ECC events within the region.
- **Career and Vocational Education** –Due to age and physical limitations, her need for Career and Vocational Education is not a necessity at this time.
- **Assistive Technology** – G continued to use her Sensory Learning Kit, her Light box and her switches to participate in her daily class routine. It was recommended that the Sensory Learning Kit be implemented into G's IEP goals to help develop visual, gross motor and fine motor skills.
- **Sensory Efficiency Skills** – G used all of her sensory channels to engage in her environment. Although she experienced challenges with her hearing, she attended to objects with sound that were in close proximity. She used her vision to locate and track objects in all quadrants. G independently reached for objects placed within her immediate environment. She often explored those objects by putting them in her mouth. Her senses of hearing, touch, taste and smell appeared efficient.
- **Orientation and Mobility**- G enjoyed traveling while in her kid walk for short distances and playing in the gym. While in her kid walk she explored objects in the hallway and interacted with her rib ball in the gym. G's mobility is mostly dependent on others around.
- **Self-Determination** – Due to physical challenges, G exhibited weaknesses in the area of Self Help skills. Considering there are physical limitations, G demonstrated a slight growth in progress Self Help development.

Sample 4: DNQ

Expanded Core Curriculum: The Expanded Core Curriculum includes a set of skills

that are impacted by vision loss that must be systematically and sequentially taught to the visually impaired student. These areas include:

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- visual efficiency skills

Compensatory skills are those needed by blind and visually impaired students in order to access all areas of core curriculum. B is a proficient iPad and regular print user. He received orientation and mobility instruction in the past and continues to show mastery of these skills. B's mother indicated that he interacted well with other children and has many friends. He loved to play outdoors and has participated in a soccer league in the past. He enjoyed playing computer and iPad games and is a proficient user of both devices. Although, B can help with chores at home; his mother said that he disliked doing them. B demonstrated excellent visual efficiency skills as he consistently tracked a line of print and read fluently at grade level.

Sample 5: O&M:

A review of D's skill level in several Expanded Core Curriculum areas revealed some areas of strength and need. Identified areas of strength include:

Emerging social skills (does not always request information), independent living skills, Orientation and Mobility, sensory efficiency, social interaction and technology. Some areas of weakness are: career education, academic/compensatory, recreation/leisure, self-determination. However, these areas are being addressed within the classroom and through community experiences such as Special Olympics bowling and other events.

Sample 6: O&M: Expanded Core Curriculum: The Expanded Core Curriculum includes a set of skills that are impacted by vision loss and may require intervention and systematic instruction. The ECC includes the following nine areas:

1. **Academic/Compensatory Skills:** this includes such things as Pre-Braille/Braille, handwriting, Nemeth code (Braille math), slate and stylus, abacus skills, listening skills, organizational skills, beginning concepts. T appeared to have great listening skills, but comprehension was not always apparent. He had a good understanding of beginning concepts such as letters, colors, numbers, shapes, body parts, etc.
2. **Career Education:** this includes such areas as career awareness, personal interest, job clusters, personnel structure, economics of work, why people work, etc.
3. **Independent Living Skills:** this includes such things as dressing/clothing management, personal hygiene/grooming, toileting, housekeeping and home maintenance, obtaining and using money, time concepts. T dressed very neatly on both occasions that he was evaluated. He did not appear to need instruction

in dressing/clothing management or personal hygiene. He independently advocated for himself to go to the restroom and get a drink of water. T had a beginning concept of time with knowing the hands were either minutes or hours, although he was unable to correctly read the time of the wall clock.

4. **Orientation & Mobility:** this includes concept development, body image, protective techniques, sighted guide, trailing, search patterns for dropped objects, cane skills, independent travel, public transportation, use of distance optical devices, etc. T had not received O&M previously and this evaluation is addressing these areas.
5. **Recreation/Leisure:** this includes skills such as individual leisure activities, group recreational activities, fitness activities, planning rec/leisure activities, etc. T reported that he does leisure activities outside of the school environment, such as going to the mall, watching television, and going to the park.
6. **Self-Determination:** this includes skills such as self-awareness, decision-making, problem-solving, positive self-efficacy, self-advocacy, facilitation of ARD meeting, ability to describe/explain eye condition, etc. T is very adept at asking for help and telling others what he needs. He asked for help several times when a task was difficult. He asked to do a certain activity, such as coloring and if he could get a drink of water. He demonstrated great self-advocacy skills throughout the evaluation.
7. **Sensory Efficiency:** this includes skills such as choosing appropriate device for visual task, communicating purpose/function of device, demonstrates maintenance of optical device, demonstrates knowledge of optical device, and demonstrates proficiency with using device. Auditory skills include discrimination of sounds, association of sounds, short term/long-term memory, and listening for meaning. Tactile skills include exploring tactually, recognizing tactile characteristics of objects, interpreting graphic information. T appeared to have good auditory discrimination skills. He followed all directions asked of him, identified a different sounds in the environment, and did not appear to have difficulties with discriminating any sounds. Tactually, T could not identify textures of objects and did not seem to understand this concept. He explored tactually when he needed to, such as locating the very small balls on the carpet with his hands rather than eyes, and using his feet to feel for the foot holds on the playground equipment.
8. **Social Interaction Skills:** this includes such skills as awareness of self/others, cognitive social behaviors, social interactions with peers/adults, accepts/declines assistance, knowledge of human sexuality. T interacted appropriately with the evaluator and other peers when observed. He asked for assistance when needed and did not demonstrate any negative social behaviors.
9. **Technology:** this includes skills in technology such as keyboarding skills, use of computer, screen magnification, screen reader, manual Braille writing/notetaking device, use of Braille embosser/printer, use of scanner, use of spread sheets, PowerPoint, how to operate CCTV, managing and securing equipment, etc. T was not evaluated in this area as this is being addressed with the VI teacher and through devices in the classroom.

A review of T's skill level in Expanded Core Curriculum areas revealed a need for some instruction concerning his independent travel skills in the areas of Academic/Compensatory Skills, O&M, Sensory Efficiency, and Technology. Goals addressing these skills will be drafted based on ARD decision.

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