ECC for Early Childhood

3:00-4:00 PM

January 14, 2016

Presented by

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Developed for

Texas School for the Blind & Visually Impaired

Outreach Programs

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- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
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Audio: US (Toll Free): 1-888-394-8197and use access code 324844

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Powerpoint for ECC for Early Childhood

Key Points

- Services from a TVI from 0 to 3 are strongly related to ECC (core curriculum is not developmentally appropriate)
- Infants and young children lag behind typical development because of lack of visual experiences, Lack of incidental learning
- It is because of this lag of achieving developmental milestones that VI and O&M services are provided from birth
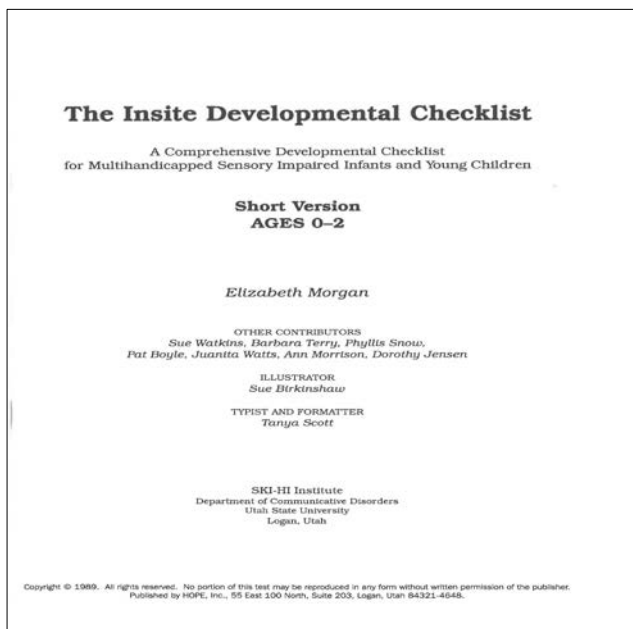
Evaluation Instruments

The Insite Developmental Checklist

A Comprehensive Developmental Checklist
for Multihandicapped Sensory Impaired Infants and Young Children

**Short Version
AGES 0–2**

Elizabeth Morgan

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Figure 1 Screenshot of Insite Developmental Checklist

Insite Developmental Checklist

Evaluation Instruments

Figure 2 Screenshot of Functional Scheme assessment book

Functional Scheme (Lilli Nielson)
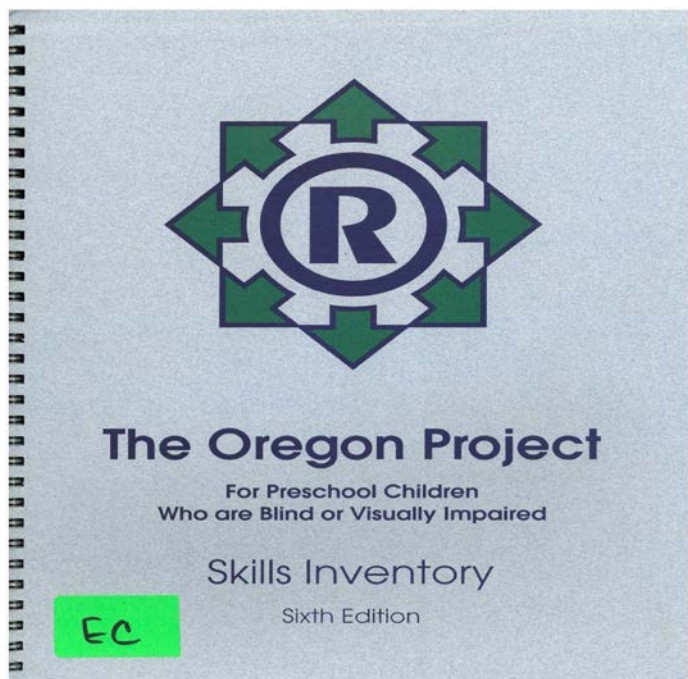
Evaluation Instruments

Figure 3 Screenshot of The Oregon Project
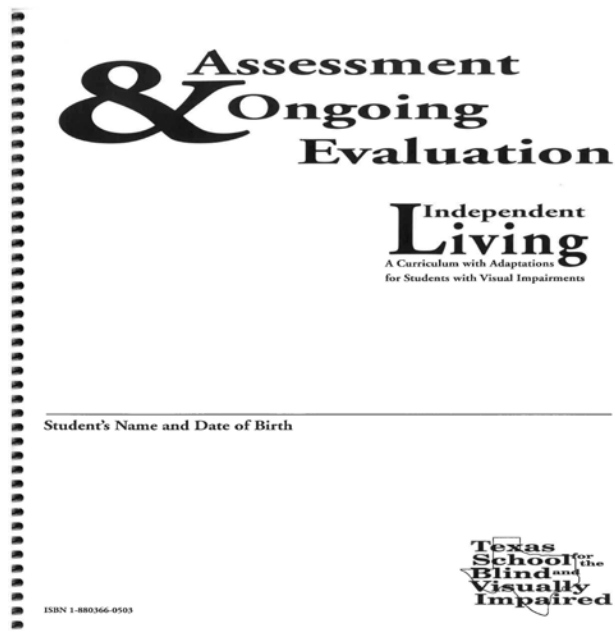
Oregon Project

Evaluation Instruments

Figure 4 Screenshot of the Independent Living Assessment
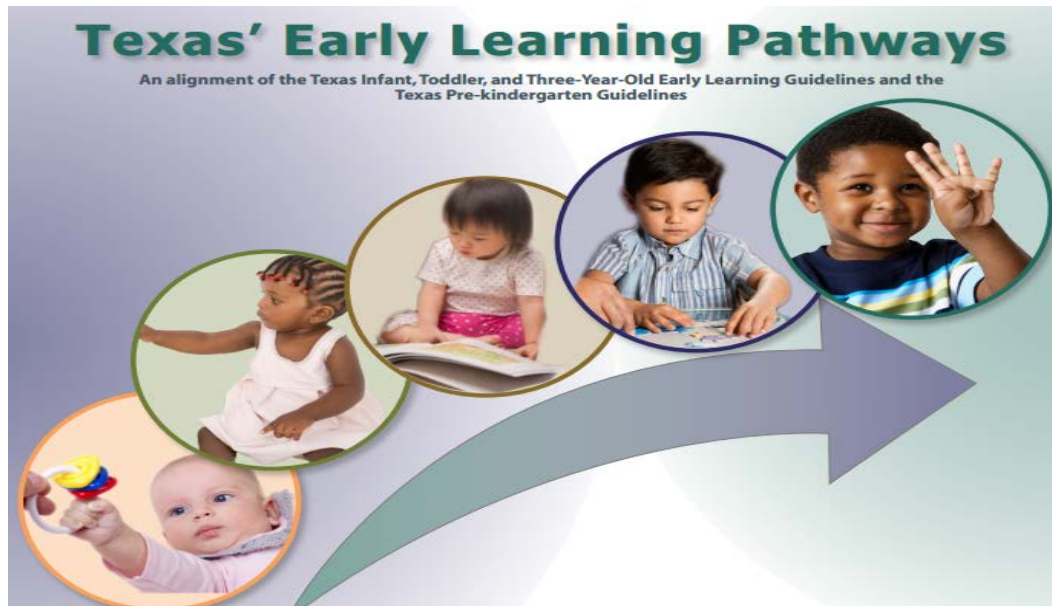
Independent Living Assessment

Figure 5 Screenshot of Texas' Early Learning Pathways

http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf
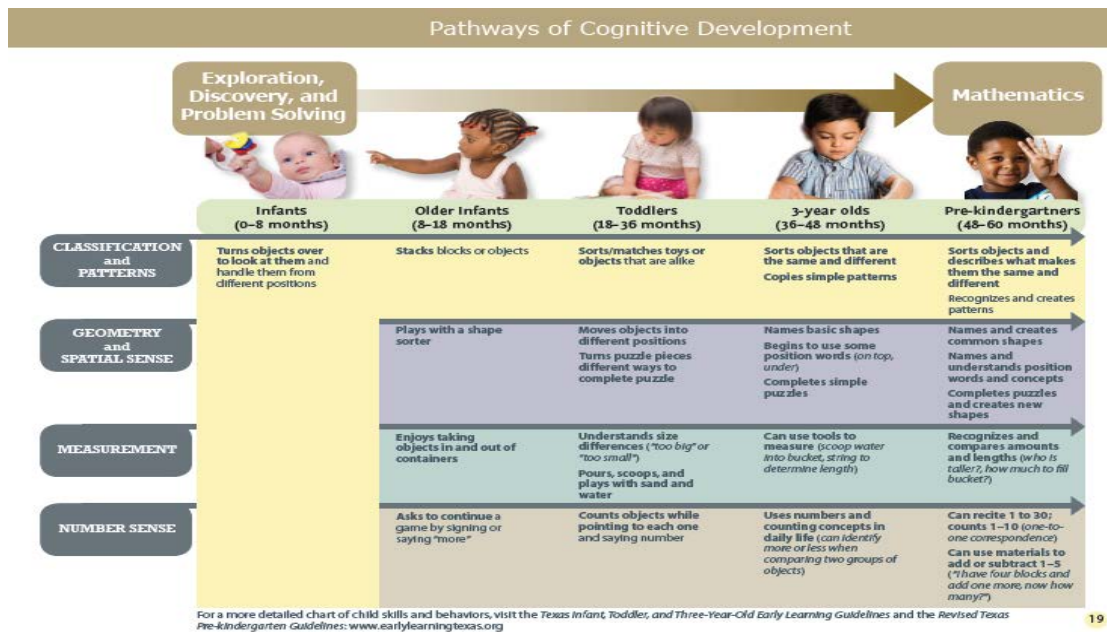
Pathways of Cognitive Development

Figure 6 Screenshot of Pathways of Cognitive Development chart

http://earlylearningtexas.org/media/24000/texas%20early%20learning%20pathways.pdf

Early Childhood Outcomes & Prekindergarten Guidelines Alignment

Figure 7 Screenshot of Early Childhood Outcomes booklet

http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147504355&libID=2147504349

The Expanded Core Curriculum

- compensatory skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills

The Expanded Core Curriculum

- recreation and leisure skills
- career education
- assistive technology
- sensory efficiency skills
- self-determination

Major Areas of ECC for Infants and Early Childhood

- Communication
- O&M
- Sensory
- Independent Living

Assessment in all areas may not be necessary for infants and toddlers.

Typical Goal Domains

Gross motor

- Orientation & mobility, recreation & leisure (play, baby play equipment)

Fine Motor

- Compensatory skills, sensory efficiency, assistive technology (toys, active learning equipment)

Typical Goal Domains

Self Help

- independent living

Social Emotional

- Social interaction, self-determination (behavior)
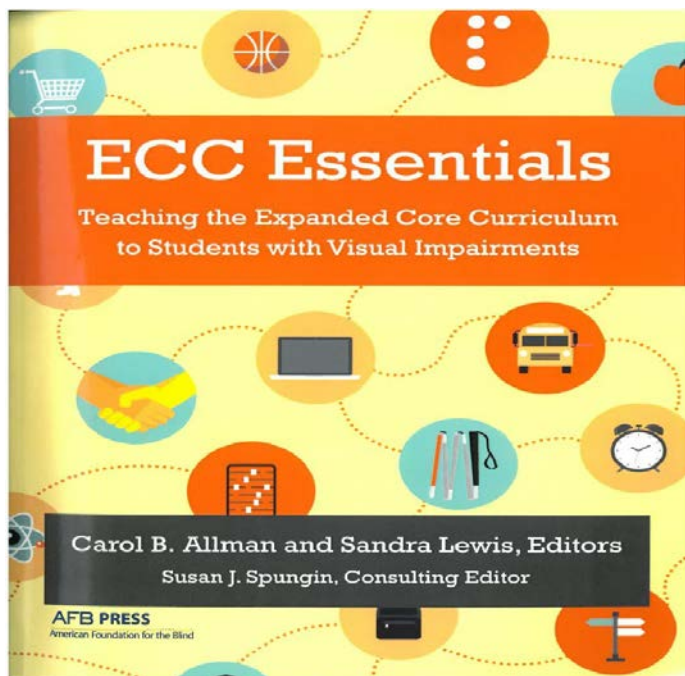
Resources to show

Figure 8 Screenshot of ECC Essentials book

Video and Web Resources

Vision

- (sensory efficiency, compensatory)

TABLE 5.1

Hierarchical Development of Touch, Vision, and Hearing Skills, from Birth to 2 Years

Touch	Vision	Hearing
BIRTH TO 4 MONTHS	BIRTH TO 4 MONTHS	BIRTH TO 4 MONTHS
Uses tongue for information about texture and density	Blinks to light	Differentiates and prefers mother's voice
Detects temperatures and shapes orally	Fixates and briefly follows horizontally	Startles to loud sounds
Clutches objects reflexively, possibly transferring to mouth	Orients to single target	Pays growing attention to soft sounds
Opens and closes fingers in kneading pattern	Sees patterns of light and dark Attends to forms of things explored orally Attends to faces and objects at 2.5 feet Has weak color discrimination Shows interest in complicated patterns in surroundings Smiles when smiled at Tracks horizontally to midline and vertically Recognizes familiar faces based on hairline contours Attends to actions of others Perceives three-dimensional shapes Discriminates red-green Prefers novelty Improved acuities and fields allow exploration of immediate environment Shifts gaze from target to target Tracks past midline Recognizes faces based on internal feature detail	Makes sounds to communicate needs Ignores sounds that are not meaningful Detects absence of expected sounds Prefers human voices Recognizes voices of primary caregivers Stops crying to listen Plays with noise-making toys

Figure 9 : Image taken of Table 5.1 from ECC Essentials

Video and Web Resources

- Vision (sensory efficiency, compensatory)

Lois Harrell video
http://www.tsbvi.edu/selected-topics/functional-vision-assessment-for-infants-and-toddlers#Comparison

Video and web resources to show

Gross motor

- Lois Harrel video part 4 FVE puling baby in a blanket (start at 2:14)
  http://library.tsbvi.edu/Play/7635

- From Washington State School for the Blind: Joel crawling with Dad

Video and web resources to show

Fine Motor

SIDEBAR 5.2

Steps in the Exploratory Pattern of Infants

Infants approximately 5 to 8 months old will explore unfamiliar objects in the environment using a combination of vision and touch following a specific pattern of steps:

1. Visually scan environment
2. Fixate on attractive target
3. Reach for and grasp target
4. Move hand to face
5. Look at object held in hand
6. Put object in mouth
7. Explore object with tongue and lips
8. Remove object from mouth and look again
9. Look while rotating object
10. Put object back in mouth
11. Repeat several times

Figure 10 Screenshot of Sidebar 5.2 from ECC Essentials Book

Video and web resources to show

Fine Motor
Kaylie from Washington State School for the Blind website
(hand under hand)

Video and web resources to show

Fine Motor

- Wonder Baby
  http://www.wonderbaby.org/

- Wonder Baby Pinterest sites
  http://www.pinterest.com/wonderbabyorg/

Domain: Self Help

- Eating, self-feeding, sensory play with food (jello, whipped cream, mashed potatoes)
- Dressing classifying clothes with body parts, dressing: defined space
- Toileting

Domain: Social Emotional

- Smiling, outwardly showing recognition of voices
- Early communication
- Later communication
- Literacy awareness

Activities

- sensory play and exploration
- movement
- communication/early literacy

Activities

Correlations with the ECC areas

Sensory play and exploration, compensatory skills, sensory efficiency, assistive technology, recreation & leisure

Activities

Correlations with the ECC areas

- Movement, orientation & mobility, recreation & leisure, independent living
- Communication/early literacy, social interaction, self determination, compensatory skills

Activities: Sensory Play and Exploration

- Visual regard, attending, tracking
- Eye-hand coordination
- Tactual exploration
- Sound localization, listening
- Cause-effect play

Activities: Movement

- Head control, trunk control, "tummy time"
- Sitting, pushing up on all fours, creeping, crawling
- Walking, exploring
- Moving toward a sound source or visually interesting toy
- Encouraging alternatives to repetitive movement activities (self-stimulation)

Activities: Independent Living

- Self-feeding
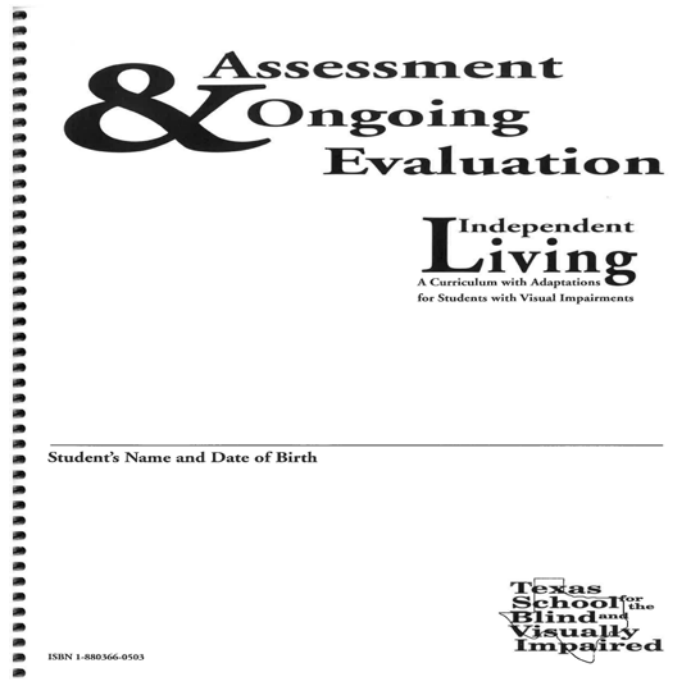- Dressing
- Bathing and hygiene
- Toileting

Figure 11 Screenshot of Independent Living Assessment

Activities: Communication & Early Literacy

- Shared reading experiences
- Songs and finger plays
- Social interaction
- Seasonal or unit activities to teach vocabulary and concepts

Working with Families

- Program with family routines (routines based activity sheet)
- Use familiar materials in the home when possible
- Empower the parents (parent works with child)

Working with Families

Effects of poverty on

- Brain growth
- Language
- Learning
- http://www.zerotothree.org/public-policy/infant-toddler-policy-issues/poverty-infographic.html

**Nearly half of America's babies live in or near poverty.**

This is a clear warning sign for America's global competitiveness; almost half of our future workforce is in jeopardy of falling behind from the start.

Research shows poverty diminishes brain growth.

Early stress and lack of positive early experiences means poverty gets under the skin, undermining development in key brain regions for school readiness and academic success.

A. SELF-REGULATION & LEARNING

B. MEMORY & LANGUAGE

C. EMOTIONAL CONTROL
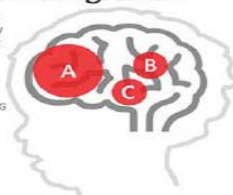
Gaps in development appear before children turn 2.

By age 2, children in the lowest socio-economic group are behind their peers in measures of cognitive, language and social-emotional development. A six-month gap in language skills undermines other learning.
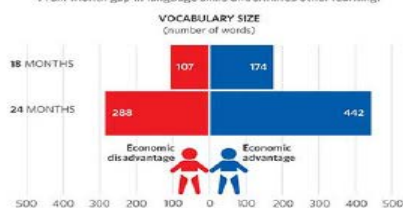
VOCABULARY SIZE
(number of words)

18 MONTHS	107	174
24 MONTHS	288	442

Economic disadvantage   Economic advantage

500 400 300 200 100 0 100 200 300 400 500

Figure 12 Screenshot from the Zero to Three website

Resources

ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. (Allman, Lewis)

Insite checklist

Neilsen, L. (2000). Functional scheme : functional skills assessment learning reassessment. Copenhagen Denmark, Ministry of Social Affairs.

Resources

Expanded Core Curriculum: Resources for You http://www.afb.org/info/programs-and-services/professional-development/teachers/expanded-core-curriculum/ecc-resources/12345

MacCuspie, P. Ann. (1996). Promoting acceptance of children with disabilities: From tolerance to inclusion. Nova Scotia, Canada: Atlantic Provinces Special Education Authority (formerly AFB Press; order from Amazon now).

Resources

Sacks, Sharon A. and Karen E. Wolffe (2006). Teaching social skills to students with visual impairments: From theory to practice. (AFB Press)

Perkins School for the Blind: Expanded Core Curriculum http://www.perkins.org/news-events/eNewsletters/insight/inside-story/expanded-core-curriculum.html

Resources

Perkins Activity & Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities (2nd edition) (http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html)

Perkins Scout http://www.perkins.org/resources/scout/ - online resources for literacy, recreation, transition, AT, MIVI, O&M, social skills, assessment, etc.

Resources

Wonder Baby www.wonderbaby.org – a project funded by the Perkins School for the Blind to provide resources for parents of young children with visual impairments as well as children with multiple disabilities.

Pogrund, R. L., & Fazzi, D. L. (Eds.) (2002). Early focus: Working with young children who are blind or visually impaired and their families (2nd ed.) NY: AFB Press.

Resources

• Fingerplays & songs in English and Spanish
http://www.rif.org/books-activities/fingerplays/

• Ready Bodies, Learning Minds (Athena Oden, www.readybodies.com)

• Lilli Works: www.lilliworks.com (information and suggestions on Active Learning)

Figure 13 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 14 IDEAs that Work logo and OSEP disclaimer.