



Texas School for the Blind and Visually Impaired

Outreach Programs

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Administrator's Webinar:

Addressing the ECC

February 6, 2014 and April 8, 2014

Presented by

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Texas School for the Blind & Visually Impaired
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Developed for

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Addressing the Expanded Core Curriculum (ECC)

Objectives

- What is the ECC?
- Role of TVI and COMS
- Role of administrator
- ECC evaluation and IEPs
- Where to find more information

What is the ECC?

- Acronym for...
- Areas include...
- National Agenda...
- Law ...

ECC Areas

1. **A**ssistive technology skills, including optical devices
2. **C**ompensatory skills that permit access to the general curriculum
3. **C**areer education and planning
4. **R**ecreation and leisure skills
5. **O**rientation and mobility skills (O&M)
6. **S**ocial interaction skills
7. **S**ensory efficiency (including visual, tactual and auditory skills)
8. **S**elf-determination
9. **I**ndependent living skill

National Agenda

“In addition to all the core curricular areas included in the general educational curriculum, students with a visual impairment need to be assessed *and* receive instruction in very specific skills that have been demonstrated to be potential problem areas for persons with a visual disability.”

<http://www.tsbvi.edu/agenda/wi-ecc.htm>

Why is the ECC important?

“The Expanded Core Curriculum provides opportunities for equality for the blind and visually impaired; to NOT teach it is to deny this basic human right.”

(Hatlen, 2005, An Amazing Movement, See/Hear, TSBVI, Past Superintendent for Texas School for the Blind)

Law SB 39

<http://www.capitol.state.tx.us/BillLookup/BillSummary.aspx?LegSess=83R&Bill=SB39>

Amends Section 30.002, Education Code

Summary:

The bill adds language that would require the evaluation of and subsequent instruction in Braille, concept development, social interaction skills, career planning, assistive technology, including optical devices, independent living skills, recreation and leisure enjoyment, self-determination, and sensory efficiency for students who are blind or visually impaired. These instructional areas are commonly referred to as the Expanded Core Curriculum.

Change from current law:

Updates agency references and terminology related to the ECC, and codifies the requirement to provide evaluation and instruction in the elements of the ECC to students who are blind or visually impaired.

Effective Date:

June 14, 2013

Action required for 2013-14 School Year:

Districts must evaluate a student's proficiency in the elements of the ECC and provide instruction as required by the evaluation.

New Law- HB 590

<http://alliancevitexans.org/category/announcements/>

Adds Subsections 30.002 (c-1) and (c-2), Summary:

This bill requires an orientation and mobility evaluation.

Education Code:

(O&M) evaluation performed by a certified orientation and mobility specialist (COMS) as part of special education eligibility considerations for children with a suspected or diagnosed visual impairment. Subsection (c-2) requires that a COMS be part of the multidisciplinary team that performs re-evaluations for purposes of continuing eligibility for special education for students with a vision impairment.

Change from current law:

Adds O&M evaluation to currently require ophthalmological or optometric evaluation, functional vision, and learning media assessments currently required for special education eligibility for students with visual impairments.

Effective Date:

June 14, 2013

Action required for 2013-14 School Year:

Commissioner's rules need to be adopted by January 1, 2014 to implement the new subsections by the beginning of the 2014-2015 school year.

Why is the ECC important?

Individuals with Disabilities Education Act 2004 §300.1 Purpose.

The purposes of this part are:

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living....

Why is the ECC important?

Research—Transition

- Students with visual impairments attend postsecondary institutions at a rate that is comparable to students without disabilities
- 29.4% of students with visual impairments are competitively employed verses 69% youths in general.
- 46.4% of students with visual impairments live independently verses 60% youths in general
- “Vocational skills training for youths with visual impairments needs to incorporate the use of compensatory skills...”

(Nagle, 2001, Transition to Employment and Community Life..., JVIB)

Why is the ECC important?

Having ECC skills makes “the difference between life and a successful life.”

“Students who receive high-quality instruction in the ECC have a ‘richer quality of life’ than do those who do not.”

(Sapp, W. & Hatlen, P. (June 2010). The Expanded Core Curriculum: Where We Have Been, Where We Are Going, and How We Can Get There, JVIB.)

Role of TVI and COMS

HOW CAN THEY FIT IT ALL IN?



Figure 1 Clipart of a "smiley face" looking stressed and tired.

Facilitator

Leader of the Band

Role of TVI and/or O&M

- Evaluation
- Direct Instruction
- Consultation
- Collaboration
- Facilitation with community and statewide resources

Options:

BE CREATIVE!



Figure 1: Image shows a young boy opening a postal box with the assistance of a TVI.



Figure 2: Image shows a young boy using a soda machine independently.

Option 1: Direct Instruction

Who:

TVI and/or COMS

When:

During direct instruction



Figure 3: Image shows a young boy learning to use a stamp machine at the Post Office with his TVI.

Option 2: Consultation

Who:

Other related service

When:

During instructional time with vision consultation



Figure 4: Image shows a smiling young boy who has just gotten a drink from a machine.

Option 3: Collaboration

Who:

TVI and/or COMS facilitate skills with other school personnel/parents/community agencies

When:

During other classes or after school

Option 3 Ideas

Access general ed & special ed classes

- Home economics class
- Consumer math class
- Keyboarding class
- Work programs

Community programs

- Boy or Girl Scouts
- Outside agencies (DBS)

Be creative

- Develop local credit class
- Extra-curricular activities
- Community college credit and non-credit classes
- Adult mentoring

Option 4: Facilitation with community and statewide resources

- Long term (residential) placement at TSBVI
- Short term programs/summer school/weekend programs at TSBVI
 - Iron Chef, Culinary Arts, Looking Good
 - Accessible Math Tools & Strategies
 - Low Vision Tools & Strategies
 - Writers' Workshop, Astronomy, Getting There
 - Rock Band, Art from the Heart, Web Masters
- Division of Blind Services
- Independent Living Center
- Lighthouse for the Blind
- Lions Camp
- Regional Service Center activities
- Other summer camps and programs

Administrator Role

- Evidence of ECC assessments in evaluation reports
- Evidence of IEP goals based on evaluations
- Evidence of ECC instruction during staff observations

Ways to support staff

- Ways to support staff
- Support training for VI/O&M staff on addressing ECC needs through conferences, regional service centers, TSBVI Outreach
- Provide resources for ongoing data collection to VI/O&M staff to complete ECC checklists/evaluations as part of FVE/LMA and O&M evaluations
- Provide strong support and time for collaborative team discussions on multidisciplinary approach to addressing student ECC needs.
- Remember options for addressing the ECC
- Provide solutions for addressing ECC goals
- Consider time outside of the regular school day
- Exchange/comp time
- Before and after school
- Summer instruction
- Transportation

- Community exploration and experiences

Resources for ECC

- 2014 Guidelines and Standards for Educating Students with Visual Impairments in Texas
<http://www.tsbvi.edu/attachments/EducatingStudentswithVIGuidelinesStandards.pdf>
- The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Revised
<http://www.tea.state.tx.us/index2.aspx?id=2147498410>
- American Foundation for the Blind
<http://www.eccadvocacy.org/section.aspx?FolderID=13> and www.afb.org
- Region 10 ESC website, link for ECC
<http://www.region10.org/supplementary-services/programs/expanded-core-curriculum-ecc/>
- Alliance of and for Visually Impaired Texans (AVIT)
<http://alliancevitexans.org/>
- TSBVI RECC (Resources for the Expanded Core Curriculum)
<https://www.tsbvi.edu/REC2Web/>
- EVALS Kit: Evaluating Visually Impaired Students
<http://www.tsbvi.edu/curriculum-a-publications/3/1030-evals-evaluating-visually-impaired-students>
- TSBVI Curriculum and Publications
<http://www.tsbvi.edu/curriculum-a-publications>

Things to Remember

- How much can I do this first year?
- Team decision!!!
- No “one size fits all”
- Don’t forget infants
- Parent and student input is critical

Contact Us

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Figure 5: 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 6: IDEAs that Work logo and disclaimer.