



# Texas School for the Blind & Visually Impaired Outreach Programs

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## Addressing the ECC: Sensory Efficiency

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**3:00-4:00 PM**

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Texas School for the Blind & Visually Impaired  
Outreach Programs

Developed for  
TSBVI Outreach Programs

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# Learning Media Assessment: Sensorimotor Stage

Millie Smith (4/17 Draft)

This shell, consisting of seven very short summary statements, is provided by the author to help TVIs write learning media assessments that address sensory efficiency needs essential to learning for students of any chronological age who function at the sensorimotor stage of cognitive development (birth to two years).

## 1. Assessment procedure

At the sensorimotor stage of cognitive development, the efficient use of all viable sensory systems is critical because the primary activity of learning is sensory exploration. Knowledge of people, objects, actions, and places acquired through sensorimotor exploration is the foundation that supports all learning throughout life. Parent interview, records review, observation of regularly occurring activities, and direct assessment were used to determine strengths and needs related to the efficient use of each sensory system. (Select tools from Appendix A.)

## 2. Sensory systems assessed

Primary Systems: Touch is always a primary sensory system at the sensorimotor stage and can never be excluded from assessment even when severe motor impairments limit hand use. For this assessment, the tactile sense was assessed using the following modes: \_\_\_\_\_ (indicate one or some combination of these three modes: oral, manual, and podal). Functional vision becomes primary when combined with touch, but vision alone cannot be a primary sensory system at the sensorimotor stage because visual perceptual skills such as constancy do not develop without combined looking and touching. The Functional Vision Assessment indicates that vision \_\_\_\_\_ (can/cannot) be used in combination with touch as a primary sensory system.

And

Secondary Systems: All secondary systems (auditory, olfactory, gustatory, vestibular, and proprioceptive) were assessed. The auditory system has special significance at the sensorimotor stage because of its role in language development, but it cannot be primary at the sensorimotor stage because language skills are not yet developed to the levels necessary for the use of language as a primary source of information and because environmental sounds provide no information about their sources unless they are touched and seen as heard. No abnormal responses to sounds and voices are observed during this assessment.

Or

Abnormal responses to sounds and voices were observed during this assessment. Additional evaluation of the auditory sensory system is needed.

If needed

The following systems were excluded from assessment because of conditions documented in current information (See Appendix B):

If needed

The following systems were included with specific cautions (See Appendix B):

### **3. Sensory system response prevalence**

Sensory system responses to media (people, objects, and actions) in three regularly occurring activities were observed in order to determine sensory system response prevalence. The following summary (Appendix C) indicates that instruction and accommodations must be provided to increase the prevalence of positive tactile responses.

And/or

The following summary (Appendix C) indicates that instruction and accommodations must be provided to increase the prevalence of positive coordinated tactile and visual responses.

And/or

The following summary (Appendix C) indicates that instruction and accommodations must be provided to increase the prevalence of positive coordinated \_\_\_\_\_ (Choose one: tactile/auditory or tactile/visual/auditory) responses. Prevalent auditory responses do not support learning about people, objects, actions, and places unless they are paired with touching and looking (when functional vision is available).

### **4. Present levels of sensory performance**

Sensory system responses to media (people, objects, and actions) in three regularly occurring activities were observed in order to determine sensory response levels. Present levels of sensory performance are summarized below (See Appendix D). Instruction should be provided to increase the percentage of responses at the quiet alert (attention) level.

Or

Instruction should be provided to increase the percentage of responses at the active alert (exploration) level.

Or

Instruction should be provided to increase the percentage of responses at the partial participation (function) level.

### **5. Highly effective learning media**

Direct assessment was used to assess the effectiveness of learning media items for each viable sensory system. The following learning media items with attractive sensory attributes should be used as topics for instructional activities (See Appendix E):

### **6. Accommodations**

The following accommodations must be used during instruction (See Appendix F):

### **7. Referrals**

Abnormal responses to sensory media were observed in the following systems (See Appendix G):

## Appendix A

Select tools for your assessment procedure from the following examples.

Area	Tool
Parent interview/records review	Sensory Learning Kit (Smith, 2005) Individual Sensory Learning Profile Interview (Antony, 2004)
Observation of regularly occurring activities	Ecological Inventory (Chen & Downing, 2006) Note: Change last column to “sensory” rather than “tactile” strategies to make tool inclusive. Sensory Learning Kit Revised (Smith, in press)
Direct assessment	Sensory Learning Kit (Smith, 2005) Every Move Counts (Korsten et al, 2007)

## Appendix B

This is an example of a data summary that might be included in number two with the exclusion statement.

<b>System excluded</b>	<b>Condition</b>	<b>Source</b>
Gustatory	Poor swallow, no stimulation of saliva production by smell or taste	Parent interview
Olfactory	Strong smells cause fussiness and agitation	Parent interview

This is an example of a data summary that might be included in number two with the caution statement. (The gustatory statement below illustrates another possibility. It would not be used if the one above is used.)

<b>System with caution</b>	<b>Caution</b>	<b>Source</b>
Tactile	Light touch, soft textures aversive	Parent interview
Vestibular	Fast movement causes nausea	Parent interview
Gustatory	No food in mouth, but a dap of pudding or crushed cracker can be put on the lip at the corner of the mouth for tasting	Parent interview

## Appendix C

This is an example of a data summary for sensory system response prevalence that might be included in number three (Smith, 2005). Prevalent is not the same thing as primary. Tactile, visual combined with tactile, and auditory combined with tactile and visual will be targeted. The prevalence of positive proprioceptive responses indicates that this sensory system can play a significant role in the management of arousal states related to creating and maintaining alertness.

	<b>Tactile</b>	<b>Visual</b>	<b>Auditory</b>	<b>Olfactory</b>	<b>Gustatory</b>	<b>Proprioceptive</b>	<b>Vestibular</b>
<b>+Appetite Totals</b>	2	2	4	0	0	4	1
<b>Aversion Totals</b>	3		2	2			
Total: 20	+10%	+10%	+20%				

+Positive responses

## Appendix D

This is an example of a present level of sensory performance data summary for response levels that might be included in number four (Smith, 2005). It indicates that this student's present level of performance is extended states and that instruction should be provided to increase responses at the quiet alert level.

Response Levels	Extended State	Quiet Alert	Active Alert	Partial Participation
Total: 20	9	8	3	0
<b>Percentage</b>	55%	30%	15%	

Example: Something like the following activity observation record (Smith, in press) can be used to obtain data for the summaries in Appendices C and D above, but does not necessarily need to be included in the report.

**Activity:** Pals P.E. **Place:** Gym **Staff:** Linda **Time:** 10:45-11:35  
**Date:** 9/17/14 **Observer:** Ray

Media	Position	Primary Sense	Response Level	Response Description
Peers and staff. Random rubs and pats, vocal greetings.	Wheel chair	Multi	Extended State	Fussy: head turned away, tongue sucking. Environmental: noisy. Media: lots of random, complex input.
Ball bouncing, pal talking.		Multi	Extended State	Agitated: same as above plus hand biting. Partner talking and touching
Music, listening to playlist on iPod with headphones	Linda's lap	Aud	Quiet Alert	Muscle tone more relaxed, slow steady breathing
Linda doing *HUH clapping		Tactile	Active Alert	Pulls Linda's hands to her mouth, rubs lips over ring

\*hand under hand



## Appendix E

This is an example of a summary of highly effective learning media items to be used as topics for instruction of embedded cognitive, social, communication, and motor skills in direct teach sensorimotor routines. (This summary is based on direct assessment using the Sensory Response Record in the Sensory Learning Kit. Sample routines can be found in the SLK.)

System	Plus threes	Plus twos	Plus ones
<b>Primary</b>			
Tactual	Massager Vibrating pillow	Paint roller*	
Visual	Face play*	Mirror*	Pen light*
<b>Secondary</b>			
Auditory	Piano music*	Drum	
Olfactory (excluded)			
Gustatory (excluded)			
Proprioceptive	Wrist and ankle weights Ball pit Blanket wrap		
Vestibular		Swing	

- With accommodation

## Appendix F

This is an example of a summary of accommodations needed for efficient use of media in each sensory system assessed. **Make sure that accommodations are included in the IEP so that there is a legal mandate for their use.** (This summary is based on direct assessment using the Sensory Response Record in the Sensory Learning Kit.)

System	Accommodation
Multi	Reduce environmental complexity; avoid random simultaneous input from two or more sources
Auditory	Use high volume, low frequency auditory media. Avoid complexity in music (instrumentation and voice simultaneously) Voice presentation within three feet of left ear
Tactile	Use lingering, slow paced, firm touch; avoid unexpected, light, fast paced intermittent touch and soft textures Use hand under and guidance and tactile modeling Wait 15 seconds for initiation of motor responses to input Present objects explored manually to face for oral confirmation
Olfactory	Avoid strong smells (perfume, air fresheners, foods, etc.).
Gustatory	Assessment postponed pending medical evaluation and parental approval
Vision	Use moderate novelty to avoid loss of interest and drowsiness after habituation (overly familiar object recognized, then ignored) Provide high contrast Use prone positions and hanging arrays to present visual media in upper hemisphere where hand regard is best; avoid lap and tray level presentations when sitting Use one or two color media; avoid more than two colors, complex patterns Use continuous presentation for 10 to 15 seconds
Vestibular	Allow one minute of recovery without additional stimulation after transitions Use side to side rocking to increase alertness before visual presentations
Proprioceptive	Use joint compressions to decrease self-stimulatory behaviors prior to and intermittently during instruction

This accommodation guide can be used to aide selection for number 6.

### **Accommodation Guide for Sensorimotor Routines (Smith, in press)**

#### Preparation for routine

- Vocal greeting before touch
- Personal identifier (unique object consistently worn by teaching partner, preferably on hands, wrist, or arm)
- Label activity (one or two words supported by salient object used in activity to tell student why he is about to be moved or touched)
- Touch cue before manipulation (three short taps, squeezes, or tugs on the part of body to be touched first during move)
- Adjustment break after transitions (specify time)
- Supports for comfort and stability (bolster or pillows to support the back, trunk, shoulder, head, arms, or legs.)
- Positioning for simultaneous tactual and visual access (Seating in reclined wheelchairs supports head control but makes visual regard of hands very difficult. Try prone on wedge or crawler with arms extended, seated with objects on raised stand or facing wall, supine with objects hanging, kneeling with tummy supported by hammock swing and arms extended in front, or side-lying)
- Positioning for podal access (seated in hammock swing with feet lightly touching floor, supine with object hanging above feet or on wall in front of feet, prone with object on wall behind feet, floor chair)
- Positioning for oral access (side-lying, prone with head turned to side, seated with object attached to swing arm, supine with object hanging above face)

#### Presentation of objects

- Distance sense introduction (sound first, then vision) before touch to avoid startle
- Strong smell avoidance
- Ambient sensory complexity reduction (reduction of extraneous sensory input that competes with attention to targeted media)
- Sequential multisensory exposure (all viable systems, one at a time, distance first, then near)
- Moderate novelty addition to familiar object to recover attention
- Pairing procedure (look and touch, listen and touch)
- Auditory complexity reduction (no talk *during* attention to or exploration of objects)

## Accommodation Guide for Sensorimotor Routines (Smith, in press)

### For manual presentation

- Touch cue on arm
- Tactual modeling (on arm, not hand) of action with object with interesting sound
- Wait for initiation of movement of hand to object before touching hand

### For podal presentation

- Visual access to feet
- Removal of AFOs
- Deep pressure preparation after shoes and socks removed

### For oral presentation

- Touch cue before face touch
- Sanitization of objects (Use the procedure approved by the appropriate authority)
- Support head for mouth movement to object (Never place object directly on lips or in mouth)
- Deep pressure preparation of mouth area

### Participation in exploration of and functional use of object

- Visual modeling
- Tactual modeling
- Visual and tactual modeling
- Hand under hand guidance
- Wrist assist
- Elbow assist
- Shoulder assist
- Head assist
- Ankle assist
- Knee assist
- Hip assist
- Auditory reduction (no talk during demonstration of exploration procedures or the function of objects)

## Accommodation Guide for Sensorimotor Routines (Smith, in press)

### Pacing

- Extended presentation durations (as indicated by response delays assessed by the LMA)
- Extended wait time for response initiation
- Break (rest period after attention is lost)
- Modified expectation (providing more help when cognitive stamina is compromised by health issues)
- Integrated routine (When the pacing of instruction that is effective for typical peers in a group activity is too fast for the student who needs extended presentation and response times, frequent breaks, and reduced complexity, choose a portion of the mainstream activity, structure it as a routine with highly effective accommodations, practice it at the pace that is most effective for the student with special needs, and then use the routine to facilitate participation in the group activity)

## Appendix G

This is an example of a data summary to indicate that additional evaluation of sensory systems is needed.

<b>System</b>	<b>Behavior observed</b>
Auditory	No responses to speech beyond three feet at normal volume or to environmental sounds at low volume or high frequencies
Tactile	Fussy/agitated when touched during grooming, feeding, and social greetings

# Expanded Core Curriculum (ECC): Evaluations, Teaching Materials and Selected Resources for Sensory Efficiency

Developed by  
Ann Adkins and Debra Sewell, TSBVI  
July 2014

## Sensory Efficiency Skills:

Evaluations	Teaching Materials and Resources
<p><i>EVALS</i> (TSBVI)</p> <ul style="list-style-type: none"> <li>• Listening-Auditory Skills</li> <li>• Monocular Use</li> <li>• Magnifier Use</li> <li>• Pre-Braille</li> <li>• Math for Tactile Graphic Skills</li> <li>• Infused Skills – Senses and Motor Skills</li> </ul>	
<p><i>ECC Essentials</i> – Chapter 5: Sensory Efficiency (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</p>	<p><i>ECC Essentials</i> – Chapter 5: Sensory Efficiency (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</p>
<p><i>TSBVI FVE/LMA Guide</i> (TSBVI) – new; in press</p>	
<p><i>FVLMA: A Guidebook for Practitioners. (pre-academic or academic, K-12; APH, <a href="http://www.aph.org">www.aph.org</a>)</i></p>	
<p><i>ABLS – Assessing Braille Literacy Skills</i> (Region 4 ESC, <a href="http://www.esc4.net">www.esc4.net</a>)</p>	

Evaluations	Teaching Materials and Resources
<p><i>SPI Student Performance Indicators</i> (<a href="http://www.tsbvi.edu/attachments/1879_spi.rtf">www.tsbvi.edu/attachments/1879_spi.rtf</a>)</p> <ul style="list-style-type: none"> <li>• Enlarged Print</li> <li>• Low Vision Efficiency</li> </ul>	
<p><i>Brigrance Comprehensive Inventory of Basic Skills</i> (Curriculum Associates, <a href="http://www.curriculumassociates.com">www.curriculumassociates.com</a>)</p> <ul style="list-style-type: none"> <li>• Listening Skills</li> </ul>	
<p><i>Oregon Project</i> (<a href="http://www.soesd.k12.or.us">www.soesd.k12.or.us</a>)</p> <ul style="list-style-type: none"> <li>• Compensatory</li> <li>• Vision</li> <li>• Fine Motor</li> </ul>	<p><i>Oregon Project</i> (<a href="http://www.soesd.k12.or.us">www.soesd.k12.or.us</a>)</p> <ul style="list-style-type: none"> <li>• Compensatory</li> <li>• Vision</li> <li>• Fine Motor</li> </ul>
<p><i>Perkins Activity &amp; Resource Guide, 2<sup>nd</sup> edition</i> (Perkins School for the Blind, <a href="http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html">http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html</a>)</p> <ul style="list-style-type: none"> <li>• Sensory Integration</li> <li>• Enhancing the Use of Functional Vision</li> <li>• Motor Development: Fine</li> </ul>	<p><i>Perkins Activity &amp; Resource Guide, 2<sup>nd</sup> edition</i> (Perkins School for the Blind, <a href="http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html">http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html</a>)</p> <ul style="list-style-type: none"> <li>• Sensory Integration</li> <li>• Enhancing the Use of Functional Vision</li> <li>• Motor Development: Fine</li> </ul>



<b>Evaluations</b>	<b>Teaching Materials and Resources</b>
<p><i>Functional Scheme Assessment</i> (Lilli Works, <a href="http://www.lilliworks.com">www.lilliworks.com</a>)</p> <ul style="list-style-type: none"> <li>• Fine Motor</li> <li>• Visual Perception</li> <li>• Auditory Perception</li> <li>• Haptic-Tactile Perception</li> <li>• Mouth movement</li> <li>• Smell and Taste</li> </ul>	<p><i>FIELA Curriculum</i> (Lilli Works, <a href="http://www.lilliworks.com">www.lilliworks.com</a>)</p>
<p><i>Insite Developmental Checklist</i>, (Hope Publications, <a href="http://www.hopepubl.com">www.hopepubl.com</a>)</p> <ul style="list-style-type: none"> <li>• Fine Motor</li> <li>• Vision</li> <li>• Auditory</li> <li>• Tactile development</li> </ul>	<p><i>Insite Developmental Checklist</i>, (Hope Publications, <a href="http://www.hopepubl.com">www.hopepubl.com</a>)</p> <ul style="list-style-type: none"> <li>• Fine Motor</li> <li>• Vision</li> <li>• Auditory</li> <li>• Tactile development</li> </ul>
<p><i>Listening Skills Inventory</i>, (Learning Ally: Learning Through Listening, <a href="http://www.ltl.learningally.org">www.ltl.learningally.org</a>)</p>	<p>Listening Skills Lesson Plans, Activities, Checklists, etc. (Learning Ally: Learning Through Listening, <a href="http://www.ltl.learningally.org">www.ltl.learningally.org</a>)</p>
<p><i>Sensory Learning Kit – SLK</i> (APH, <a href="http://www.aph.org">www.aph.org</a>)</p>	<p><i>Sensory Learning Kit – SLK</i> (APH, <a href="http://www.aph.org">www.aph.org</a>)</p>
<p><i>Symbols and Meaning – SAM</i> (APH, <a href="http://www.aph.org">www.aph.org</a>)</p>	<p><i>Symbols and Meaning – SAM</i> (APH, <a href="http://www.aph.org">www.aph.org</a>)</p>
<p><i>CVI Scale</i> (Christine Roman-Lantzy in <i>Cortical Visual Impairment: An Approach to Assessment and Intervention</i> (APH, <a href="http://www.aph.org">www.aph.org</a>))</p>	<p><i>Cortical Visual Impairment: An Approach to Assessment and Intervention</i> (APH, <a href="http://www.aph.org">www.aph.org</a>)</p>
<p>Strategy to See – Diane Sheline’s website: <a href="http://strategytosee.com/">http://strategytosee.com/</a></p>	<p>Strategy to See – Diane Sheline’s website: <a href="http://strategytosee.com/">http://strategytosee.com/</a></p>
<p>LEA materials (Vision Associates, <a href="http://www.visionkits.com">www.visionkits.com</a>)</p>	<p>LEA materials (Vision Associates, <a href="http://www.visionkits.com">www.visionkits.com</a>)</p>

<b>Evaluations</b>	<b>Teaching Materials and Resources</b>
<i>SALUTE – Successful Adaptations for Learning to Use Touch Effectively: Interacting with Children who are Deafblind or Visually Impaired and Have Additional Disabilities, <a href="http://www.projectsalute.net">www.projectsalute.net</a></i>	<i>SALUTE – Successful Adaptations for Learning to Use Touch Effectively: Interacting with Children who are Deafblind or Visually Impaired and Have Additional Disabilities, <a href="http://www.projectsalute.net">www.projectsalute.net</a></i>
<i>Every Move Counts Clicks and Chats – Sensory Based Approach: Communication and Assistive Technology <a href="http://www.everymovecounts.net">www.everymovecounts.net</a></i>	<i>Every Move Counts Clicks and Chats – Sensory Based Approach: Communication and Assistive Technology <a href="http://www.everymovecounts.net">www.everymovecounts.net</a></i>
	<i>Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills (AFB Press – book, DVD, online; <a href="http://www.afb.org">www.afb.org</a>)</i>
	<i>Everyday Activities to Promote Visual Efficiency: A Handbook for Working with Young Children with Visual Impairments (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</i>
	<i>Ready Bodies, Learning Minds (Athena Oden, <a href="http://www.readybodies.com">www.readybodies.com</a>)</i>
	<i>Looking to Learn: Promoting Literacy for Students with Low Vision (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</i>
	<i>Learning to Listen/Listening to Learn: Teaching Listening Skills to Students with Visual Impairments (APH Press, <a href="http://www.aph.org">www.aph.org</a>)</i>
	<i>Beyond Arm’s Reach (PA College of Optometry)</i>
	<i>Foundations of Low Vision (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</i>
	<i>Functional Vision – A Practitioner’s Guide to Evaluation and Intervention (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</i>
	<i>Understanding Low Vision (AFB Press, <a href="http://www.afb.org">www.afb.org</a>)</i>

Evaluations	Teaching Materials and Resources
	<i>Low Vision: A Guide with Adaptations for Students with Visual Impairments</i> (TSBVI, <a href="http://www.tsbvi.edu">www.tsbvi.edu</a> )
	Distance Learning Videos: Using Optical Devices <a href="http://distance.tsbvi.edu/optical-device-use.html">http://distance.tsbvi.edu/optical-device-use.html</a>
	AFB Webinar: Low Vision Optical Devices: Improving Visibility for People with Low Vision  <a href="http://www.afb.org/store">http://www.afb.org/store</a> (see section on low vision devices; ACVREP credit, \$25)
	APH materials: <i>Teaching Touch, Setting the Stage, Tactile Graphics, Listen &amp; Think, Envision, Light Box &amp; Light Box Activity Guide</i> , etc. <a href="http://www.aph.org">www.aph.org</a>
	<i>Move It and Get a Wiggle On</i> booklets (AAHPER Publications, currently out of print)
	<i>Move, Touch, Do</i> (APH, <a href="http://www.aph.org">www.aph.org</a> )
	Books and pamphlets from Blind Children's Center, <a href="http://www.blindchildrenscenter.org">www.blindchildrenscenter.org</a>
	Little Bear Sees series – books and apps for children with CVI <a href="http://www.littlebearssees.org">www.littlebearssees.org</a>
	<a href="http://www.cviteacher.wordpress.com">www.cviteacher.wordpress.com</a> – blog for VI teachers, written by TVI
	CVI Focus Series – 5 webinars by Christine Roman-Lantzy (AFB, <a href="http://www.afb.org">www.afb.org</a> )
	<a href="http://www.cviresources.com">www.cviresources.com</a> – Christine Roman's website
<b><i>Compensatory/Access Skills sections of Selected Resources Document contain additional resources related to Sensory Efficiency</i></b>	

## General References (for multiple areas of the ECC)

- Allman, Carol B. and Lewis, Sandra (Eds.) (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments*. NY: AFB Press. [www.afb.org](http://www.afb.org). (covers both evaluation & instruction and all areas of ECC).
- Anderson, S., Bigon, S., & Davis, K. (1991). *The Oregon project for visually impaired and blind preschool children. Sixth edition*. Medford, OR: Jackson County Education Service District. [www.soesd.k12.or.us](http://www.soesd.k12.or.us) (for both evaluation & instruction; ECC areas include independent living skills, O&M, sensory efficiency, social interaction skills, compensatory skills – concepts, communication, & tactile skills).
- Blankenship, K., Coy, J., Prause, J., & Siller, Mary Ann. *Essential assessments for children who are blind or visually impaired*. DVD. (rubric; covers both evaluation & instruction and all areas of ECC).
- Blind Children's Center – pamphlets available in English and Spanish; (<http://blindchildrenscenter.mycafecommerce.com/categories/publications>)
- a. *Move With Me*
  - b. *Dancing Cheek to Cheek: Nurturing Beginning Social, Plan and Language Interactions* (social, play & language interactions)
  - c. *Reaching, Crawling, Walking...Let's Get Moving: Orientation and Mobility for Preschool Children*
  - d. *Learning to Play*
  - e. *Talk to Me I and II*
  - f. *Heart to Heart* (also as a DVD; for parents, addresses feelings, emotions, etc.)
  - g. *Fathers*
  - h. *Let's Eat* (also as a DVD)
  - i. *Standing on My Own Two Feet*
  - j. *A Unique Way of Learning* (about young children with ONH)
- Brigance inventory of early development, Birth-7, IED III*. (2013). <http://www.curriculumassociates.com/products/detail.aspx?title=BRIGSE-IED3-sum> (evaluation only; ECC areas include O&M (physical development – gross & fine motor skills), independent living skills, social skills, compensatory – language & literacy).
- Chen, D. & Dote-Kwan, J. (Eds.) (1995). *Starting points: Instructional practices for young children whose multiple disabilities including visual impairment*. Los Angeles: Blind Childrens Center. [www.blindchildrenscenter.org](http://www.blindchildrenscenter.org) (for instruction; all areas of ECC).
- EVALS: Evaluating visually impaired students*. (2007). Austin, TX: Texas School for the Blind and Visually Impaired. <http://www.tsbvi.edu/curriculum-a-publications/3/1030-evals-evaluating-visually-impaired-students> (for evaluation only; all areas of ECC).
- Ferrel, Kay. (2011). *Reach out and teach*. NY: AFB Press. [www.afb.org](http://www.afb.org) (for instruction; ECC areas include sensory development, communication, movement, manipulation, comprehension, assistive technology; includes activities and routines).

- First Steps: A Handbook for Teaching Young Children Who Are Visually Impaired.* (1993). Los Angeles: Blind Childrens Center. [www.blindchildrenscenter.org](http://www.blindchildrenscenter.org) (for instruction - teaching strategies for parents & teachers; ECC areas include O&M, self-help skills, communication, sensory motor integration, motor development, etc.).
- Functional scheme assessment and FIELA Curriculum.* <http://www.lilliworks.org/wp-content/uploads/LilliWorks-Product-Catalog-V07-3.pdf> (for evaluation & instruction; ECC areas include independent living, O&M, rec/leisure, sensory efficiency, social interaction skills, & compensatory skills -concept development, tactile skills, listening skills, communication skills).
- Goodman, S. A. & Wittenstein, S.H. (Eds.). (2003). *Collaborative assessment: Working with students who are blind or visually impaired, including those with additional disabilities.* NY: AFB Press. [www.afb.org](http://www.afb.org) (for evaluation; all areas of ECC).
- Hawaii early learning profiles (HELP), 0-3 years and 3-6 years.* <http://www.vort.com/> (for evaluation & instruction; ECC areas include compensatory skills – concepts & language, gross motor, fine motor, social skills, and independent living skills).
- Holbrook, M.C. and Koenig, A. J. (Eds.). (2000). *Foundations of education: Second edition, Volume 2: Instructional strategies for teaching students and youths with visual impairments.* NY: AFB Press. [www.afb.org](http://www.afb.org) (provides information on both evaluation and instruction; all areas of ECC).
- Johnson-Martin, N., Attermeier, S., & Hacker, B. (2004). *The Carolina curriculum for infants and toddlers with special needs, (3rd ed.)*. Baltimore, MD: Brookes Publishing. <http://products.brookespublishing.com/The-Carolina-Curriculum-for-Infants-and-Toddlers-with-Special-Needs-CCITSN-Third-Edition-P485.aspx> For children functioning in the birth to 36-month developmental range. (for both evaluation & instruction; ECC areas include independent living, O&M, self-determination, social interaction skills, & compensatory skills - concept development, communication skills).
- Johnson-Martin, N., Hacker, B., & Attermeier, S. (2004). *The Carolina curriculum for preschoolers with special needs. (2nd ed.)*. Baltimore, MD: Brookes Publishing. <http://products.brookespublishing.com/The-Carolina-Curriculum-for-Preschoolers-with-Special-Needs-CCPSN-Second-Edition-P486.aspx>. For children 24-60 months. (for both evaluation & instruction; ECC areas include independent living, O&M, self-determination, social interaction skills, & compensatory skills - concept development, communication skills).
- Maffei, Patricia. (2014). *Quick and easy expanded core curriculum: The Hatlen Center guide.* Louisville, KY: American Printing House for the Blind. [www.aph.org](http://www.aph.org) (contains short lessons, designed to be 5-15 minutes long, for transition students who are visually impaired; includes checklists for informal assessment & forms for data collection in all areas of ECC).
- Morgan, E. *The INSITE model: Resources for family-centered interventions for infants, toddlers, and preschoolers who are visually impaired.* North Logan, Utah: SKI HI Institute, Hope Publications. [www.hopepubl.com](http://www.hopepubl.com) (for evaluation & instruction; ECC areas include independent living, O&M, sensory efficiency, social interaction skills, & compensatory skills - concept development, communication skills).
- Nielson, L. (2003). *Space and self: Active learning by means of the little room.* SIKON. Available from Lilli Works, [www.lilliworks.com](http://www.lilliworks.com).

*Perkins activity & resource guide: A handbook for teachers and parents of students with visual and multiple disabilities* (2<sup>nd</sup> edition). Watertown, MA: Perkins School for the Blind. (for evaluation & instruction; ECC areas include AT, career education, independent living skills, O&M, sensory efficiency, & compensatory – tactile skills).

<http://www.perkinsproducts.org/store/en/perkins-publications/1316-perkins-activity-and-resource-guide.html>.

Pogrud, 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. [www.afb.org](http://www.afb.org).

Smith, M., & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin: Texas School for the Blind and Visually Impaired. [www.tsbvi.edu](http://www.tsbvi.edu).

## **Additional Web Resources on the ECC**

Iowa Expanded Core Curriculum Resource Guide (all areas of ECC)

<https://www.educateiowa.gov/sites/files/ed/documents/ECCRResGui.pdf>

Iowa Expanded Core Curriculum Procedures Manual (all areas of ECC)

[https://www.educateiowa.gov/sites/files/ed/documents/032707\\_spec\\_ECC-Procedures-Man-2-07.pdf](https://www.educateiowa.gov/sites/files/ed/documents/032707_spec_ECC-Procedures-Man-2-07.pdf)

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

Resources for the Expanded Core Curriculum (RECC) (all areas of the ECC)

<http://www.tsbvi.edu/recc/>

SPI: Student Performance Indicators (from Region 13 Education Service Center):

[www.tsbvi.edu/attachments/1879\\_spi.rtf](http://www.tsbvi.edu/attachments/1879_spi.rtf)

Wonder Baby [www.wonderbaby.org](http://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.



## Texas School for the Blind & Visually Impaired Outreach Programs



Figure 1 TSBVI logo.



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Figure 2 IDEAs that Work logo and disclaimer.