

# **ECC In the Home and Community through Teaming**

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# What is Teaming?

“To harness or join together so as to form a team.”

American Heritage Dictionary



# What is Teaming?

Who is on your team?

Whose team are you on?



# Whose job is it anyway?

Who delivers Expanded Core Curriculum (ECC) areas in your district(s)?



# Education Guidelines

“Collaboration among the TVI, COMS, parents, and other team members is an effective approach for addressing many areas of the ECC. Many of these skill areas are needed and typically practiced in non-classroom settings, including at home and in community venues...



# Education Guidelines

IEP plans should ensure that systematic instruction occurs and student progress is monitored for instruction/learning that may be required outside of normal school day hours. The district must note in the IEP how it will document student progress when non-LEA staff addresses an identified IEP goal.”

2020 Guidelines and Standards for Educating Students with Visual Impairments in Texas, <https://www.tsbvi.edu/2020-guidelines>



# Spoiler Alert!

The next slide appears again at the end of the presentation as a conceptual wrap up (we are beginning with the end in mind).



# Summary

- The point is that we can not do it all in isolation; we all need each other to help students succeed.
- Students need more than “one and done”. They need multiple examples in multiple places, with multiple variables. Just like learning to drive needs to happen in the classroom, on the road, and with lots of practice in lots of environments, so does ECC.



# What is “Value Added”

- Each team member adds value for the student
  - Professionals have had training in areas of the ECC and can help develop effective strategies
  - Parents have time with students that extends far beyond the professional time with students



# How can we help each other?

- Parents may not have learned how to go about things non-visually or using low vision as they grew up; they may benefit from experiential activities that the professional can provide (even if sharing videos of what it could look like and "homework" activities)



# How can we help each other?

- Professionals may be limited on time with each student and may not have the luxury of working in varied environments with the student.
- Professionals may not be able to observe what is happening in routines at home



# How can we help each other?

- COMS and TSVI's may be working with students at different ends of the student's day and have very different experiences or interactions
- TSVI's and COMS can reinforce each other's conceptual goals and objectives, as well as those of classroom teachers.



# **Space Camp Example of ECC Areas**

**(all of which work better with teaming)**



# Orientation and Mobility (O&M)

- Traveling through the airport and flying to arrive at Space Camp and return home
- Traveling in new environment of Space Camp, including the residential setting, classroom areas, activity buildings, cafeteria, etc.



# Orientation and Mobility (O&M)

- Carrying tray in cafeteria
- Bringing trays to wash area after eating
- Locating restrooms and returning to group
- Helping or teaching others to guide appropriately when working with staff who may be trying to assist students



# Compensatory Skills

- Braille and large print information to review for roles on each team
- Reading and following the scripts for missions
- Listening for instructions and listening for technical details



# Independent Living Skills

- Organizing shared living space
- Dressing, bathing, general hygiene, etc.
- Keeping track of program information



# Independent Living Skills

- Keeping track of spending money
- Making purchases in gift store
- Getting food from cafeteria line



# Assistive Technology

- Use of adaptive technology to access program activities
- Large print, braille, tactile indicators, tactile graphics



# Self Determination

- Advocating for needs in cafeteria line
- Advocating for needs in dormitory setting
- Advocating for needs in instructional settings



# Self Determination

- Coming to believe in abilities
- Being responsible as part of a team



# Recreation and Leisure

- Playing group games
- Having fun with peers who are blind and low vision



# Social Skills

- Interacting with Staff
- Interacting with Chaperones
- Working as a team



# Career Education

- Talking with trainers
- Talking with former NASA engineers in the museum
- Learning adaptations that allow employment in NASA



# Sensory Efficiency

- Listening for changes in environment
- Scanning environment
- Using tactile sense for orientation in training equipment



# Sensory Efficiency Skills

- Proprioceptive information when using gravity changing training equipment
- Vestibular information when using multiple degrees of freedom trainer



# What Can We Do?

- How can we help our students prepare to have unique experiences, especially when we are not present to scaffold the experience?
- How can TSVI's and COMS learn what parents are noticing?
- How can families extend what is introduced in the classroom?



# What Can We Do?

- Role Release, <https://www.livebinders.com/b/2536433?tabid=40eaa673-0420-50b0-5be5-0fb0a9fd02c0>
- Family Binder, <https://www.livebinders.com/b/2100442>
- Expanded Core Curriculum (ECC), <https://www.livebinders.com/b/1926100>



# Concept Development

- Setting up a bank account with a debit card and using the card for purchase, Uber/Lyft, ATM's, etc.
- <https://www.afb.org/blindness-and-low-vision/using-technology/online-shopping-and-banking-accessibility-people-visual-3>



# Concept Development

- Finding Wheels,  
[http://www.tsbvi.edu/store/ecom/index.php?action=ecom.pdetails&mode=finding\\_wheels\\_strategies\\_to\\_build\\_independent\\_travel\\_skills\\_for\\_those\\_with\\_visual\\_impairments](http://www.tsbvi.edu/store/ecom/index.php?action=ecom.pdetails&mode=finding_wheels_strategies_to_build_independent_travel_skills_for_those_with_visual_impairments)
- Activities in the book can be reviewed with student by professionals and families.



# Sensorimotor Level Learner

- Shared attention and meeting the child where they are, whether sitting and rocking or lying next to them on the floor is the foundation of relationship building.
- Sharing these experiences through presence and imitation begins the bonds of connection, trust, and expression.



# Sensorimotor Level Learner

- Active Learning activities on Active Learning Space at <https://activelearningspace.org>
- Routines are also excellent opportunities to engage in meaningful interaction with your students. Mealtimes, changing routines, dressing, etc.
  - <https://txdeafblindproject.org/>



# Functional Level Learner

- Concepts can be reinforced across settings, both school and home, there is much greater likelihood of assimilating and generalizing knowledge and experiences. Examples include: rough and smooth, inside and outside, more and less, fast and slow, and even characteristics of materials, such as wood, metal, glass, and plastic



# Functional Level Learner

- Routines and simple chores
  - Setting the table for dinner
  - Gathering clothes to bring to the laundry
  - Picking up mail from the mailbox and bringing in the groceries



# College and University Bound

- Visiting colleges and universities together
  - While visiting campuses, consider what independent travel will be necessary. Is there a grocery store nearby? Are there public transportation options? Is the neighborhood surrounding the school conducive for living off campus?
  - Find out about the school's office of disability services



# College and University Bound

- Begin establishing the use of a bank account with a debit card connected to it.
- Finding Wheels: Strategies to Build Independent Travel Skills for Those with Visual Impairments



# Summary

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# Ways to Get Families Involved

- Work with them at their home when possible.
- Arrange Family Training days for multiple families to learn together with arranged activities.
- Connect families with parent groups
  - TAPVI, <http://www.tapvi.org>
  - NOPBC, <https://www.nopbc.org>
  - Family Lynx, <https://sites.google.com/tsbvi.edu/familylynx>



# Thank you very much!

Please do reach out via email:  
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