

# **Moving Instruction Out of the Storage Closet and Into the Classroom**

## **Coffee Hour Presentation**

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“Inclusive education is not a privilege. It’s a fundamental human right.”  
– Ban Ki-Moon, former Secretary General of the UN

### **Inclusive Learning Environment**

- Participation
- Less stress
- Behavioral outcomes

### **Access to Curriculum**

- Real time access
- Assistive technology
- Offering alternatives
- Communication

### **Peer Interaction and Socialization**

- Social interaction skills
- Peer modeling
- Relationships

### **Individualized Supports**

- Support can be targeted and adjusted to meet the needs of the individual in the natural environment
- One-on-one to be used only as needed

### **Teacher Collaboration**

- TSVI roles and responsibilities:

- Consults regularly with the classroom teacher, other regular and special education personnel, parents, and others to coordinate programs and services for the visually impaired student.
- Shares responsibility with classroom teachers in the identification of instructional areas in which the student requires assistance.
- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the student's visual impairment, require adaptation for the student. (QPVI, Toelle, 2002)
- From TEA:
  - As the ECC is a disability-specific curriculum, it is the responsibility of the TVI and COMS to coordinate the assessment and ongoing instruction in the nine ECC areas outlined by TEC §30.002(4)(B) as necessary for students with a visual impairment to succeed in the classroom. Collaborative efforts in addressing the ECC by the TVI, COMS, parents, other team members, and related service providers are an effective and encouraged model for many ECC areas. (Texas Education Agency, 2021, p.16)

## Efficient Use of Resources

- Time
- Materials
- Personnel

## Generalizing Skills

- The ECC was never meant to be taught in isolation
- Skills need to be generalized in students' natural environments
  - School
  - Home
  - Community

## How to Get Started

- Collaborate
- Communicate
- Ask for space
- Practice role release

**“Special education is a set of services; it is not a place.** Special education is not defined by where it occurs, but rather the specially designed instruction provided to meet the unique needs of a student with a disability within the least restrictive environment.” (Utah State Board of Education)

## Resources

- [Students with disabilities fare better when integrated into gen-ed classrooms – The Hill](#)
- [Creating Inclusive Classrooms for Blind Students Can Benefit Everyone. Here's How](#)
- [Benefits of Push-In Services in the School Setting | WooTherapy](#)
- [QPVI LiveBinder](#)

## Get in touch

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