



2014 SWOMA Conference

Finding My Way

O&M and ECC Changes in Chapter §30.002 of the TEC: Putting Law to Practice

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3:00-4:30 PM

Presented by
Christy Householter, TVI/COMS
Region 10 Education Service Center
Christy.householter@region10.org

Brent Pitt, Manager
Services to Students with Sensory Impairments,
Texas Education Agency
Brent.pitt@tea.state.tx.us

O&M and ECC Changes in Chapter §30.002 of the Texas Education Code: Putting Law to Practice

Brent Pitt, Texas Education Agency and Christy Householter, Region 10 ESC

Q&A: ECC Instruction and O&M Evaluations

- Document drafted by the Statewide Leadership Services for the Blind and Visually Impaired Network (SLSBVI), including TEA and TSBVI
- DRAFT GUIDANCE PENDING FINAL RULE ADOPTION
- SB 39 and HB 590
- Link for entire document on home page of the TSBVI website (www.tsbvi.edu) – see “New Additions to the Site” dated 9/19/2014
- Link to Region 10 VI/COMS Evaluation Resources
<http://www.region10.org/supplementary-services/vi-coms-evaluation-resources/>
- Link to Region 10 document with REED recommendations for O&M:
- http://www.region10.org/r10website/assets/File/VI_REED.pdf

Documenting Evaluation, Instruction and Progress in the ECC

- Law does not specify how to document evaluation or instruction in the ECC – should be determined by each district
- Checklists from Region 10 ESC
 - ECC Checklist Ages 0 – Grade 7
 - Transition Checklist Grade 8 and up
 - Infused Skills for MIVI Ages 0-22
- Other suggestions & methods of documentation

Collaboration is Essential!

- Parents
- COMS
- TVIs
- OT/PTs
- SLPs
- Classroom Teachers
- Paraprofessionals
- DARS/DBS
- Others

“ACCROSS-SI” An easy way to think of each of the nine ECC areas

1. Assistive Technology
2. Compensatory Skills
3. Career Education
4. Recreation and Leisure
5. Orientation and Mobility
6. Social Interaction Skills
7. Self-Determination
8. Sensory Efficiency
9. Independent Living Skills

(acronym created by Nancy Toelle)

O&M’s Role in Addressing ECC Areas of Strength and Need

<http://www.region10.org/supplementary-services/programs/expanded-core-curriculum-ecc/>

Using the ECC Checklists from Region 10 ESC and the TSBVI EVALS Kit for Determining Areas of Strength and Need

Examples:

- Student 1: 6 year old with CP - Using the Infused Skills Checklist for Elementary Age student with multiple impairments and visual impairment
- Student 2: 16 year old with Albinism - Using the ECC Ages 0 – Grades 8 or ECC Transition Grades 8 and Up for High School Academic Low Vision Student

Infusing the ECC into O&M Lessons

(Example: Student #1 - an Elementary-Age Student with Multiple Disabilities MIVI)

Student information: 6-year child with CP confined to power wheelchair; learning a route on a new campus

- Assistive Technology: Tactile markers to identify specific rooms on a route in the school building
- Compensatory Skills: Use of a voice output device to match tactile markers and hear the name of each key room
- Career Education: Delivering an envelope with the daily attendance to a basket in the office
- Recreation and Leisure: Stopping in the cafeteria to play a simple, familiar tune on the piano
- Orientation and Mobility: Identifying landmarks as part of sequential steps of a route
- Social Interaction Skills: Greeting the secretary in the office and shaking hands
- Self-Determination: Choosing the final destination before going back to the classroom
- Sensory Efficiency: Matching the tactile symbol on the envelope with the symbol on the correct in-basket in the attendance office
- Independent Living Skill: asking the cafeteria staff for the day’s menu (using the voice output device).

Infusing the ECC into O&M Lessons

(Example: Student #2 - a High-School Academic Student with Low Vision)

Student information: 16-year old child with Low Vision

Due to Albinism; Bus Lesson to Downtown

- Assistive Technology: Use of a smart phone with voice output to acquire information about bus schedules
- Compensatory Skills: Use of a 4X monocular to read the street signs from across the street
- Career Education: Asking a barista at Starbucks's what kind of training is provided to learn to make all the different drinks
- Recreation and Leisure: Learning about museums available downtown
- Orientation and Mobility: Crossing one-way on one-way lighted intersections
- Social Interaction Skills: Asking the bus driver to announce a desired departure point
- Self-Determination: Choosing which building to use for elevator practice
- Sensory Efficiency: Listening and looking for cars exiting from a parking garage
- Independent Living Skills: Buying and mailing a birthday card for a friend who has moved

Resources for Evaluation and Instruction in O&M

- New resource from AFB: ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. See chapter 7 on O&M by Dianne L. Fazzi, pages 248-282.
- Practice Makes Perfect: A Family Program in Orientation and Mobility (ESC 4)
<http://www.region4store.com/Catalog.aspx?catid=347927>

ECC Resources on TSBVI site:

- Q&A: ECC Instruction and O&M Evaluations – DRAFT GUIDANCE PENDING FINAL RULE ADOPTION (www.tsbvi.edu)
- What is the Expanded Core Curriculum? & ¿Cuál es el Currículum Central Expandido? (www.tsbvi.edu) NEW! Flyer
- EVALS: Evaluating Visually Impaired Students
(<http://www.tsbvi.edu/curriculum-a-publications/3/1030-evals-evaluating-visually-impaired-students>)
- Resources for the Expanded Core Curriculum (RECC) <http://www.tsbvi.edu/recc/>
- 2014 Educating Students with Visual Impairments in Texas: Guidelines and Standards (424k)
<http://www.tsbvi.edu/attachments/EducatingStudentswithVIGuidelinesStandards.pdf>

Other ECC Resources:

For additional information on the ECC, refer to:

- Expanded Core Curriculum: Resources for You <http://www.afb.org/info/programs-and-services/professional-development/teachers/expanded-core-curriculum/ecc-resources/12345>
- AFB: Family Connect <http://www.afb.org/afbpres/pub.asp?DocID=aw120706>
- Perkins School for the Blind: Expanded Core Curriculum <http://www.perkins.org/news-events/eNewsletters/insight/inside-story/expanded-core-curriculum.html>
- ECC Checklists from Region 10 ESC <http://www.region10.org/supplementary-services/vi-coms-evaluation-resources/>

Notes:



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