

**INTEGRATING THE
EXPANDED CORE
CURRICULUM & VISION
REHABILITATION THERAPY
INTO EVERYDAY ROUTINES**

*FOR CHILDREN AND YOUTH WITH
VISION IMPAIRMENTS INCLUDING
MULTIPLE IMPAIRMENTS*

Robbin Keating Clark

GETTING STARTED!

- **Vision Rehabilitation Therapy—it's not really rehabilitation, it really should be habilitation for students. No prior experience! We need to be implementing program work that will teach how concepts come together.**
- **Experience! Experience! Experience!**
- **Quality of life**
 - **Communication, independent living skills, mobility**

THE UNIQUE NEEDS OF CHILDREN WITH VISION IMPAIRMENTS

- **Incidental learning is severely restricted**
 - Vision is the primary learning modality and source of information for most children. No other sense can stimulate curiosity, integrate information or invite exploration in the same way, or as efficiently and fully, as vision does. The child who comes into the world without a dependable visual system, or without vision at all, has to navigate through the incomplete messages received through the other sensory modalities in order to put a whole picture of the world together. The visually impaired child needs to determine how to organize this incomplete information and then respond to what may remain a confusing view of the world
 - Source: The Unique Needs of the Visually Impaired Child, Texas School for the Blind & Visually Impaired

GETTING STARTED...

- We are going to cover how we can create more opportunities for the ECC at home and school.
- Which areas of the ECC get the least attention for students with additional impairments?
- Why?

EXPANDED CORE & CORE CURRICULUMS OVERVIEW

■ The Existing Core Curriculum

- English language arts other languages, to the extent possible
- mathematics science
- health physical education
- fine arts social studies
- economics business education
- vocational education history

■ Source: www.afb.org

■ The Expanded Core Curriculum

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education
- use of assistive technology
- sensory efficiency skills
- self-determination

INTEGRATING THE EXPANDED CORE CURRICULUM

- Following a routines based interview (RBI)
 - What exactly do we need now?
 - How can we use other components of the ECC to develop large components?
- Teach parents and teachers “how to” create opportunities for learning as they natural occur.

CONCEPT DEVELOPMENT

■ 3 C's of concept development

by Dr. Margaret Robinson

- 1. Concrete Experience: their experiences need to be as real as possible, a real dog not a stuffed animal, models only when you can't personally experience it.
- 2. Complete Experience: if you make cookies, then your student has to be part of every step: buying the dough, prepare it, put them in the oven, the clean up. fragmented experiences created fragmented development
- 3. Connected Experiences: perhaps you explore a car, then you explore another car-recall the details and compare and contrast the cars. where do cars go? how do you buy? you want to help develop more accurate development

GETTING STARTED AT HOME

- Embrace the fight, guide with understanding & teach by example
 - The early years of our students are the best years! We have such great opportunities to lay a good foundation with both parents and students.
- Key ECC Skills for parents-
 - Organization (toys, clothes, life!)
 - ECC through experience! Meaningful play. Play that teaches about the world around them.
 - Some of my favorite resources—Calendar of Everyday Experiences, remembering such fun things as play time F.A.C.T.s and of course, me!

INTEGRATING EXPANDED CORE CONCEPTS

- Expanded Core concepts layer together nicely.
 - “Think smarter, not harder”
 - Know your foundation skills and look for opportunities to link them together.
 - Examples!!!

ESSENTIAL SKILLS FOR STUDENTS

- There are two skills that every student **must** have: **good independent living skills and mobility skills.**
- **Why independent living skills (ILS)?**
 - ILS allow freedom, keep dignity and promote high standards of quality of life. It **IS** a big deal that your child isn't operating at their highest level of independence.

THE DYNAMIC DUO: THE EXPANDED CORE & CORE CURRICULUM

- Children who have vision impairments must have both curriculums embedded into their daily routines.
- Effective strategy for early childhood (*birth to seven*):
 - Get your play time FACTs:
 - **Functional, Active, Concrete & Tactual: 4 pillars of effective play for children with vision impairments**
(R. Keating Clark)

PLAY TIME FACTS

■ Functional-

- Examples: Lock boxes, Movement games, cause & effect songs & activities build concept development, setting the table, putting clothes in the dirty laundry basket.

■ Active-

- Examples: Hide & seek games, tunnels & obstacle course-type activities, activities that encourage initiation

PLAY TIME FACTS

■ Concrete

- Examples: Locate items in their 'homes'—cabinet play houses bowls, spoons, pots & pans, bathroom houses bath toy play. Desks, cubbies, hooks, etc. for school
- Where did the it go? Where did it come from? Take the extra minute to help your student develop mental mapping and object permanence during work time.
- Play a game with a list of items that belong in a room and see if your student can locate them all.

PLAY TIME FACTS

- **Tactual**

- **Plastic toys teach plastic concepts.**

What plastic toys can be replaced with real items?

Metal bowl & wooden spoon replaces plastic spoon & bowl.

- **What items are in the sensory mix?**

Soft, hard, rough, smooth, cold, satin

Big, little, wet, cold, mushy, warm, sticky

ORGANIZATION + ANTICIPATION = INDEPENDENCE

- When children are organized, they can anticipate. When children can anticipate, they can be independent. (R. Keating Clark)
- Organization is not limited to understanding the “where’s” of things.
 - Organization is about understanding how concepts come together to create a whole.
 - For example: When a student can understand how the meal time is organized, they then can anticipate how the parent will give them food. When they understand how the food is going to come to them, they will be prepared and initiate the eating process.

A FINISHED BOX FOR EVERY ROOM

- What is a “finished” or “all done box”?
 - A finished box is a permanent place that designates that an activity or sequence is finished.
 - Pictured is a large version of a traditional finished box



A FINISHED BOX FOR EVERY ROOM

- **Create a finished box for every room**
 - **Finish boxes can be natural places within the environment or they can be specifically designated boxes**
 - **Natural finished boxes are sinks, garbage cans, clothing baskets, shoe baskets, toy boxes. They are anywhere that can indicate that an activity or sequence is completed.**

SPECIFIC ISSUES...

- Sometimes students with multiple impairments/deafblind can be the easiest population to work in the ECC.
 - Be careful to label activities as the ECC.
- Challenges for the vision team?
 - No classroom follow through
 - Sped teacher not looking at the unique needs of vision impairment.
- How do we get the buy in from the SpEd teacher?

SOCIAL SKILLS DEVELOPMENT

- **Preschool: Start with the foundation skills:**
 - PLAY in groups, families, centers, parks, etc.
 - Turn-taking skills and opportunities as they naturally occur.
 - Problem-solving opportunities
 - Discuss feelings and social situations naturally.
- Have expectations that are “just right”.

SOCIAL SKILLS DEVELOPMENT

- **School age: the “must have” tools:**
 - **Check the body language!**
 - Posture, turning to the person when talking, head drooping, accurate display of facial expressions, watch out for the robot!
 - **Read the “emotional climate” of the room, situation, conversation, jokes, etc.**
 - **Practice, role play, script, etc. social cues and dialogues**
 - **WHO does the student talk to the most in the classroom?**

RESOURCES

- The Expanded Core Curriculum
 - www.afb.org (type Expanded Core Curriculum in your search)
- The Impact of Visual Impairment on Development by Christ Strickling
 - <http://www.tsbvi.edu/infants/3293-the-impact-of-visual-impairment-on-development>
- A “Cheat Sheet” for New Teachers Working With Children with Vision Impairments
 - <http://www.tsbvi.edu/component/content/article/104-archives/3207-a-qcheat-sheetq-for-new-teachers-of-the-visually-impaired-working-with-infants>
- Hanen “It Takes Two to Learn”
 - www.hanen.org

RESOURCES

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**The Independent Little Bee: A Little Something for
Children with Vision Impairments and Their Families.**

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