




**WEST VIRGINIA
EXPANDED CORE
CURRICULUM
RESOURCE GUIDE**



*Bringing students with
low vision/blindness
into the 21st Century*



FOREWORD

Preparing all children for the 21st century work place and world community is a powerful vision for the West Virginia Department of Education. Twenty-first century learners who are blind or have low vision must have access to the same rigorous educational model as their sighted peers, but they also must have access to the core curriculum that addresses the unique, specialized needs of the visually impaired learner. These needs are related to the visual impairment and, therefore, are not shared by sighted peers. Taught by the teacher of students with visual impairments, this part of their curriculum is known nationally as the Expanded Core Curriculum (ECC) and complements the 21st Century Learning Skills of the department's framework.

The ECC addresses skills that students with visual impairments are not able to learn incidentally. They must be directly taught to enable these students to take their place in the global economy. This Resource Guide is designed to provide teachers of students with visual impairments and orientation and mobility specialists with the materials needed to assess, plan, instruct, and evaluate all areas of the ECC.

As state superintendent, I recognize the daunting responsibility to ensure students who are visually impaired have full access to the Expanded Core Curriculum as they become active learners through West Virginia's 21st century education model. I thank you personally for your continuing dedication to these students and their future.



Dr. Steven L. Paine

State Superintendent of Schools

West Virginia Expanded Core Curriculum Work Group

David Allen

Principal, West Virginia School for the Blind

Trina Britcher

Teacher of the Visually Impaired, Harrison County Schools
WV Collaborative for Visual Impairments -Teacher Representative

Annette Carey

Low Incidence Coordinator, West Virginia Department of Education
Office of Special Programs, Extended and Early Learning (WVDE, OSP)

Rebecca Coakley

Program Director, Children's Vision Rehabilitation Project,
Department of Ophthalmology – West Virginia University Eye Institute

Carolynne Cooper

Teacher of the Visually Impaired, Wood County Schools

Judy Hurst

Teacher of the Visually Impaired, Marion County Schools
Creator and Editor of West Virginia VIT Newsletter

Jamie McBride

Teacher of the Visually Impaired and Orientation & Mobility Specialist, West
Virginia School for the Blind
Cortical Visual Impairment WV Multi-state Mentorship Project

Patricia Myers

Low Vision/Blindness TA Specialist, WVOSEE
Director, Teacher Certification in Visual Impairment Studies,
Marshall University Graduate College

Cindy Riley

Teacher of the Visually Impaired, Harrison County Schools

Special Thanks for Contributions and Edits:

Joan Wilson

Teacher of the Visually Impaired, Kanawha County

Mary Ellen Zeppuhar

Assistant Director for Preservice Education/Associate Professor
Coordinator, VI Teacher Certification Program, Special Education
Programs Center for Excellence in Disabilities West Virginia University

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Introduction and Background

Purpose: The purpose of this material is to provide a resource guide for Teachers of Students with Visual Impairments (TVIs), and Certified Orientation and Mobility Specialists (COMS), to assess, plan, instruct, and evaluate in all areas of the Expanded Core Curriculum (ECC). Included is a checklist to monitor ongoing progress in the various areas of the ECC. Additionally, we have included a list of resources and assessments to assist the TVIs and COMS to assess, plan, instruct and teach the ECC.

Who: TVIs/COMS will be able to use this document as an instructional guide, but there are additional resources that will empower families and other service providers with knowledge of the ECC content areas and its importance for the education of children and youth who are blind or visually impaired.

What: The ECC consists of nine content areas and are skill sets, NOT a parallel curriculum to the General Education Curriculum. There is only one curriculum and that is the General Education Curriculum that all students are expected to learn prior to graduation. The ECC are skills that students with visual impairments are not able to learn incidentally and must obtain through quality instruction in order to demonstrate proficiency within each deficit area and achieve positive adult outcomes. The need for instruction is based on both a needs assessment (needs/priorities) and formal/informal assessments. Not all students need instruction in all nine content areas and the needs and priorities may change on a yearly basis, or more often, depending on **natural** transitions or circumstances.

Why: West Virginia is committed to providing quality education services as espoused in *The Expanded Core Curriculum for Students with Visual Impairments, Including Those with Additional Disabilities* by Dr. Phil Halten (1996), *National Agenda for the Education of Children and Youth with Visual Impairments* (National Agenda), *Including Those with Multiple Impairments* (1998), and *Blind and Visually Impaired Students Educational Service Guidelines*, (Pugh, G., & Erin, J. Eds., National Association of State Directors of Special Education. Watertown, MA: Perkins School for the Blind, 1999) and *Educating Blind and Visually Impaired Students: Policy Guidance for OSERS*. This manual will provide a structure to ensure that all students in West Virginia receive timely assessment **and** instruction in all needed areas of the ECC.

National Call to Action: “The National Agenda has revolutionized thinking on how students with visual impairments are educated. And, by identifying and pursuing specific goals, the National Agenda continues to provide definite direction that will lead to a higher quality of educational services for visually impaired students. From the beginning, those involved in the creation of the National Agenda recognized that a structure that partnered professionals and parents as leaders of the effort would be most effective. These founders knew that success depended on a plan that honored and respected the skills and knowledge of parents and professionals alike. Because of this commitment, the National Agenda has become a powerful movement, influencing the lives of countless students, parents, and professionals” (Hatlin & Striker, ND, p. 1). Retrieved on March 5, 2008 from <http://www.afb.org/Section.asp?SectionID=56&DocumentID=2462>



National Agenda
for the Education of Children and Youths with
Visual Impairments, Including Those with Multiple Disabilities

The Delivery of the Core Curriculum for Blind and Visually Impaired Students

In varying ways, and to various degrees, the existing core curriculum is essential to the learning of blind and visually impaired learners. This fact has been generally accepted in the profession of educators for visually impaired learners and by parents of visually impaired students. Of equal importance is the acceptance of the expanded core curriculum as being necessary for blind and visually impaired students. Assuming this second level of acceptance has occurred, what must be done next is to determine how the expanded core curriculum will be provided for visually impaired learners.

The Expanded Core Curriculum for Blind and Visually Impaired Students will be difficult to complete in 12 years of education, especially for students who are high academic learners. Several approaches for fitting the Expanded Core Curriculum into a normal education career have been suggested. One possibility that has been used is to depend on the infused competencies contained in the Existing Core Curriculum for providing the additional skills and knowledge needed by the visually impaired learner.

While it appears as though many of the competencies reflected in the expanded core curriculum might be achievable when infused within the existing, traditional curriculum, there is compelling evidence that infusion is risky and does not provide the appropriate urgency and emphasis to the expanded core curriculum. These students learn differently, in ways that are not intuitively obvious to individuals who rely on their visual sense for 80% of all that they learn and understand. Because blind and low vision youngsters often do not bring the same visual experiences to the learning environment, it is very likely that all of their curriculum needs will not be met without planned, sequential, direct instruction by individuals who understand their learning style.

At this time, no single, simple method has been developed that assures visually impaired students of accessing both traditional and expanded core curricula within the same time frame as their sighted peers. This remains a significant, but attainable challenge.

For too many years educators behaved as though they were unaware of the unique and specialized needs of blind and visually impaired students. The outcome has become a modern tragedy, with too many products of our educational efforts living isolated, troubled lives. For too many years educators have known the content of the curricula

needed by blind and visually impaired learners that would equalize education by neutralizing the effects of visual impairments on incidental learning. And for too many years educators have found reasons not to implement the expanded core curriculum.

The additional learning experiences contained in the expanded core curriculum are not easy to implement. They require time to teach, and the need for them does not diminish with age or competency. The professionally prepared teacher of visually impaired students must be responsible for assessment, instruction, and evaluation in unique and specialized curricular areas. This educator needs to teach the skills and knowledge necessary or to orchestrate the teaching through utilization of other community resources.

The competencies that result in an expanded core curriculum require that educational time be allocated to teach these skills. Programming that appropriately addresses all of the educational needs of blind and visually impaired students **must** assume that **most** students will need sizable periods of time in order to master the competencies required in the expanded core curriculum. If the profession does not demand that this time be made **available**, it has done a disservice to students with visual impairments, and may disable them in their efforts to successfully transition from school to adulthood.

The expanded core curriculum must become the unifying issue among educators for visually impaired students. It must first be adopted by the profession as the education needed by blind and visually impaired students. Once the profession has adopted the expanded core curriculum, it then takes on the enormous task of carrying the curriculum message to parents, administrators, and the public at large. The message must transcend fiscal issues, conflicting philosophical and political positions, and the doubts and misgivings of educators and parents. The spotlight must be on the individual child, and must begin with a thorough assessment of the child, one that covers every area of the expanded core curriculum. Using assessment results and invaluable information from parents, goals and objectives must be developed for the individual child, based on assessment. If assessment has truly covered every area of the expanded core curriculum, then there will likely be goals and objectives for each area. Someone must meet, or orchestrate the meeting of, all goals and objectives. This will be the professional teacher for visually impaired children. Decisions must be made on placement, on priorities, and on frequency and duration of instruction. Care must be taken that the competencies contained in the expanded core curriculum receive equal attention to academic competencies, as stressed in the existing curriculum.

All students with visual impairments, including those with additional disabilities, have a fundamental right to an expanded core curriculum that emphasizes the students' "...opportunities to be equal and right to be different..."

The Advisory Council of the National Agenda calls all professionals and parents to action on this issue. Action includes knowledge, familiarity, acceptance, commitment, and implementation. Knowledge means that educators and parents know that the expanded core curriculum must be offered. Commitment means that educators and

parents are ready and willing to make sacrifices and change beliefs in order to make it happen. Implementation means that our lives as professionals and parents will be dramatically changed. Implementation means that parents and professionals will become partners in preparing their children for a rich and fulfilling adult life. And, finally, implementation means that the blind and visually impaired students to whom we have committed our love, our talents, our hopes, and our gifts for teaching will enjoy a full, exciting, and productive life.



The Expanded Core Curriculum for Blind and VI Children and Youths

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

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
- Visual efficiency skills
- Self-determination

The Expanded Core Curriculum

Nine Unique Educational Needs for Students with Visual Impairments

The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs. Students with visual impairments need the expanded core curriculum in addition to the core academic curriculum of general education. The ECC should be used as a framework for assessing students, planning individual goals and providing instruction.

A short description for each of these areas of expanded core curriculum follow:

Compensatory or Functional Academic Skills, Including Communication Modes

(Note: for this area of the expanded core curriculum for blind and visually impaired students, a distinction must be made between compensatory skills and functional skills. Compensatory skills are those needed by blind and visually impaired students in order to access all areas of core curriculum. Mastery of compensatory skills will usually mean that the visually impaired student has access to learning in a manner equal to that of sighted peers. Functional skills refers to the skills that students with multiple disabilities learn that provide them with the opportunity to work, play, socialize, and take care of personal needs to the highest level possible.)

Compensatory and functional skills include such learning experiences as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum. Communication needs will vary, depending on degree of functional vision, effects of additional disabilities, and the task to be done. Children may use braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate. Regardless, each student will need instruction from a teacher with professional preparation to instruct students with visual impairments in each of the compensatory and functional skills they need to master. These compensatory and functional needs of the visually impaired child are significant, and are not addressed with sufficient specificity in the existing core curriculum.

Orientation and Mobility

As a part of the expanded core curriculum, orientation and mobility is a vital area of learning. Teachers who have been specifically prepared to teach orientation and mobility to blind and visually impaired learners are necessary in the delivery of this curriculum. Students will need to learn about themselves and the environment in which they move - from basic body image to independent travel in rural areas and busy cities. The existing core curriculum does not include provision for this instruction. It has been said that the two primary effects of blindness on the individual are communication and locomotion. The expanded core curriculum must include emphasis on the fundamental need and basic

right of visually impaired persons to travel as independently as possible, enjoying and learning from the environment through which they are passing to the greatest extent possible.

Social Interaction Skills

Almost all social skills used by sighted children and adults have been learned by visually observing the environment and other persons, and behaving in socially appropriate ways based on that information. Social interaction skills are not learned casually and incidentally by blind and visually impaired individuals as they are by sighted persons. Social skills must be carefully, consciously, and sequentially taught to blind and visually impaired students. Nothing in the existing core curriculum addresses this critical need in a satisfactory manner. Thus, instruction in social interaction skills becomes a part of the expanded core curriculum as a need so fundamental that it can often mean the difference between social isolation and a satisfying and fulfilling life as an adult.

Independent Living Skills

This area of the expanded core curriculum is often referred to as "daily living skills." It consists of all the tasks and functions persons perform, in accordance with their abilities, in order to lead lives as independently as possible. These curricular needs are varied, as they include skills in personal hygiene, food preparation, money management, time monitoring, organization, etc. Some independent living skills are addressed in the existing core curriculum, but they often are introduced as splinter skills, appearing in learning material, disappearing, and then re-appearing. This approach will not adequately prepare blind and visually impaired students for adult life. Traditional classes in home economics and family life are not enough to meet the learning needs of most visually impaired students, since they assume a basic level of knowledge, acquired incidentally through vision. The skills and knowledge that sighted students acquire by casually and incidentally observing and interacting with their environment are often difficult, if not impossible, for blind and visually impaired students to learn without direct, sequential instruction by knowledgeable persons.

Recreation and Leisure Skills

Skills in recreation and leisure are seldom offered as a part of the existing core curriculum. Rather, physical education in the form of team games and athletics are the usual way in which physical fitness needs are met for sighted students. Many of the activities in physical education are excellent and appropriate for visually impaired students. In addition, however, these students need to develop activities in recreation and leisure that they can enjoy throughout their **adult** lives. Most often sighted persons select their recreation and leisure activity repertoire by visually observing activities and choosing those in which they wish to participate. The teaching of recreation and leisure skills to blind and visually impaired students must be planned and deliberately taught, and should focus on the development of life-long skills.

Career Education

There is a need for general vocational education, as offered in the traditional core curriculum, as well as the need for career education offered specifically for blind and visually impaired students. Many of the skills and knowledge offered to all students through vocational education can be of value to blind and visually impaired students. They will not be sufficient, however, to prepare students for adult life, since such instruction assumes a basic knowledge of the world of work based on prior visual experiences. Career education in an expanded core curriculum will provide the visually impaired learner of all ages with the opportunity to learn first-hand the work done by the bank teller, the gardener, the social worker, the artist, etc. It will provide the student opportunities to explore strengths and interests in a systematic, well-planned manner. Once more, the disadvantage facing the visually impaired learner is the lack of information about work and jobs that the sighted student acquires by observation. Because unemployment and underemployment have been the leading problem facing adult visually impaired persons in the United States, this portion of the expanded core curriculum is vital to students, and should be part of the expanded curriculum for even the youngest of these individuals.

Technology

Technology is a tool to unlock learning and expand the horizons of students. It is not, in reality, a curriculum area. However, it is added to the expanded core curriculum because technology occupies a special place in the education of blind and visually impaired students. Technology can be a great equalizer. For the braille user, it allows the student to provide feedback to teachers by first producing material in braille for personal use, and then in print for the teacher, classmates, and parents. It gives blind persons the capability of storing and retrieving information. It brings the gift of a library under the fingertips of the visually impaired person. Technology enhances communication and learning, as well as expands the world of blind and visually impaired persons in many significant ways. Thus, technology is a tool to master, and is essential as a part of the expanded core curriculum.

Visual Efficiency Skills

The visual acuity of children diagnosed as being visually impaired varies greatly. Through the use of thorough, systematic training, most students with remaining functional vision can be taught to better and more efficiently utilize their remaining vision. The responsibility for performing a functional vision assessment, planning appropriate learning activities for effective visual utilization, and instructing students in using their functional vision in effective and efficient ways is clearly an area of the expanded core curriculum. Educational responsibility for teaching visual efficiency skills falls to the professionally prepared teacher of visually impaired learners.

Self-Determination

This area of the ECC highlights the importance of believing in oneself, while understanding one's abilities and limitations. Students learn from successes and failures how to achieve one's goals in life. Self-determination is the ability for people to control their lives, reach goals they have set and take part fully in the world around them.

Bringing together all of these skills learned in the expanded core curriculum produces a concept of the blind or visually impaired person in the community. It is difficult to imagine that a congenitally blind or visually impaired person could be entirely at ease and at home within the social, recreational, and vocational structure of the general community without mastering the elements of the expanded core curriculum. What is known about congenitally blind and visually impaired students is that, unless skills such as orientation and mobility, social interaction, and independent living are learned, these students are at high risk for lonely, isolated, unproductive lives. Accomplishments and joys such as shopping, dining, attending and participating in recreational activities are a right, not a privilege, for blind and visually impaired persons. Responsibilities such as banking, taking care of health needs, and using public and private services are a part of a full life for all persons, including those who are blind or visually impaired. Adoption and implementation of a core curriculum for blind and visually impaired students, including those with additional disabilities, will assure students of the opportunity to function well and completely in the general community.

The components of the expanded core curriculum present educators with a means of addressing the needs of visually impaired children with additional disabilities. The educational requirements of this population are often not met since the lack of vision is considered "minor", especially when the child is severely impacted by cognitive and physical disabilities. Each area in the expanded core curriculum can be further defined to address the educational issues facing these children and assist parents and educators to fulfill their needs.

This expanded core curriculum is the heart of the responsibility of educators serving visually impaired students. These areas are not adequately addressed by regular classroom teachers, nor should they be, for this is the core curriculum that is essential only to blind and visually impaired students, and it epitomizes their "...right to be different..."

Additional information on the National Agenda may be found at the Texas School for the Blind and Visually Impaired website, www.tsbvi.edu/agenda.

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Source: Retrieved on February 8, 2008 from
<http://www.afb.org/Section.asp?SectionID=44&TopicID=189&SubTopicID=4&DocumentID=2117&Mode=Print>

Quick Look Procedure Guide

Effective Assessment to Instruction Continuum

Action Under Consideration	Activity Steps
Eligibility/ Entitlement	<ol style="list-style-type: none"> 1. Obtain Eye/Health Report that documents a visual impairment. 2. Complete FVA/LMA/Other educational assessments to document impact of visual impairment on early intervention. 3. Document tools and results on the ECC Assessment Protocol. 4. Determine eligibility.
Program Planning	<ol style="list-style-type: none"> 1. Complete the ECC Needs Assessment with families, students, other educational personnel. 2. Complete needed assessments in the identified priority areas. 3. Document tools and results on ECC Assessment Protocol. 4. Share results with IEP team. 5. Review severity of needs for suggested service time. 6. Complete ECC Action Plan to determine who/where for the priority areas. 7. Develop meaningful, measurable goals on the IEP based on the assessment results. Align goals with school district/state/ or national standards.
Instructional Needs	<ol style="list-style-type: none"> 1. Identify available curriculum or develop needed curriculum. 2. Provide instruction (direct & collaborative/consultative) in identified priority areas using research or evidence based instructional strategies. 3. Provide outcome based collaborative/consultative service if direct instruction is not needed. 4. Complete Performance (Mastery & Progress) Monitoring to assess IEP goal areas. Report progress of IEP goals at midterm and term.

Quick Look Procedure Guide ECC Needs Assessment

Action Under Consideration	Activity Steps	Forms Needed
Instruction for Completing ECC Needs Assessment	<ul style="list-style-type: none"> • Complete demographic information • Check who has provided input • Identify both strengths and needs, document with key codes • Complete comments statement • Prioritize need (circle) 	ECC Needs Assessment
Determining student strengths and needs in the ECC content areas	Set up meeting with: <ul style="list-style-type: none"> • Parents • Other family member • General education teachers • Special education teachers • Orientation and Mobility Specialists • Other related service providers • Administrator 	ECC Needs Assessment
Determine priority areas for assessment	<ul style="list-style-type: none"> • Clarify any skill areas for team • Discuss identified needs by team members • Prioritize needs (circle) 	ECC Needs Assessment

Expanded Core Curriculum Needs Assessment

(To be completed yearly)

Student Name:

School:

Grade Level:

Age:

TVI:

Date of Needs Assessment:

Date of Birth:

Visual Acuity:

Diagnosis:

Check all who contributed to this Needs Assessment:

<input type="checkbox"/>	Parents	<input type="checkbox"/>	General Education Teacher	<input type="checkbox"/>	OMS
<input type="checkbox"/>	Student	<input type="checkbox"/>	Special Education Teacher	<input type="checkbox"/>	Other service providers Name:
<input type="checkbox"/>	Other Family Members	<input type="checkbox"/>	TVI	<input type="checkbox"/>	Administrators

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Comments
ACADEMIC / COMPENSATORY		
Communication & type		
Handwriting		
Tactual readiness		
Braille reading, including fluency		
Braille writing		
Nemeth code		
Slate and stylus		
Effective use of optical devices for literacy (see visual efficiency)		
Calculator		
Abacus		
Listening skills		
Organization		
Study & reference skills		
Use of live reader		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Comments
Use of charts, graphs, maps		
Scientific notation		
Music notation		
Needed accommodations		
Foreign Language Notation		
Additional skills (identify)		
CAREER EDUCATION		
Knows function of community workers		
Follows simple/complex classroom & school rules		
Initiates & completes school assignments on time		
Demonstrates concern for quality of work		
Identify educational service options related to visual impairment		
Develop statement on eye condition and needed accommodations		
Assume responsibility for obtaining supplies, resources		
Explore realistic options for future education/ career programming		
Additional skills (identify)		
INDEPENDENT LIVING SKILLS		
Dressing/clothing management		
Personal hygiene/grooming		
Toileting and feminine hygiene		
Eating/food management		
Housekeeping & home maintenance		
Obtaining & using money		
Time concepts		
Health & safety		
Labeling		
Additional skills (identify)		
ORIENTATION AND MOBILITY		
Concept development		
Body image		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Comments
ORIENTATION AND MOBILITY CONT.		
Protective techniques		
Sighted guide		
Trailing		
Search patterns		
Cane skills/Adaptive Mobility Device		
Independent travel in familiar environments		
Independent travel in unfamiliar environments		
Public transportation		
Requesting assistance		
Use of distance optical devices		
Auditory skills		
Following directions		
Use of maps & models		
Indoor travel skills		
Outdoor travel skills		
Non-driver curriculum		
Additional skills (identify)		
RECREATION/LEISURE		
Management of leisure time		
Solitary play & leisure activities		
Physical games & sports		
Pets & nature		
Music & dance		
Arts & crafts		
Drama		
Science & technology		
Access recreational materials		
Additional skills (identify)		
SELF-DETERMINATION (10 teachable skills)		
Self-awareness		
Decision-making		
Problem-solving		
Goal setting & attainment		
Self-observation, evaluation & reinforcement		
Self-instruction		
Choice making		
Positive self-efficacy & outcome expectancy		
Self-Advocacy & leadership		
Self-understanding		
Facilitation of IEP & team meeting		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Comments
SELF-DETERMINATION CONT.		
Ability to describe & explain eye condition		
Additional skills (identify)		
SOCIAL INTERACTION SKILLS		
Interaction with family, peers, & others		
Non-verbal communication		
Courteous behavior		
Personal & civic responsibility		
Recognition & expression of emotions		
Personal & social aspects of sexuality		
Additional skills (identify)		
TECHNOLOGY		
Computer		
Keyboarding		
Use of screen reader		
Braille technology		
Voice output technology		
Screen enlargement		
Managing/securing equipment		
Use/management of electronic texts		
Use of talking book machine		
Order books on tape		
Use of e-mail		
Knowledge of keystrokes		
Additional skills (identify)		
VISUAL EFFICIENCY		
Chooses a device appropriate for the visual task (near/distance)		
Communicates purpose & function of prescribed optical device		
Demonstrates daily maintenance of optical devices		
Initiates independent use of optical device		
Demonstrates knowledge of prescribed optical device		
Demonstrates proficiency with prescribed optical device (reading/writing)		

Key: (+) Strength (-) Need (0) Not a Need at this time

Circle or highlight Priority Areas

Skills	Key	Comments
VISUAL EFFICIENCY CONT.		
Demonstrates reading/writing fluency (reading/writing) with optical device commensurate with classroom peers (see ECC Resource Guide)		
Additional skills (identify)		
OTHER CONCERNS		
Fine motor		
Gross motor		
Speech and language		
Hearing		
Behaviors)		
Additional skills (identify)		

Developed by Dr. Wendy Sapp, Ph.D., Georgia, and revised by the Iowa ECC Work Group, 2006

****Teacher discretion is required for skill sets identified within each content area.**

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

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NOTE: This section contains resources from teachers across the state. You **may** need to use a search engine such as Google to locate information regarding these items.

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

ASSESSMENTS FOR ALL AREAS

1. Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu
2. <http://www.lighthouse.org/assessment> This is a compendium of assessments for visually impaired students and can be searched by subject or age level. (Search "compendium")
3. WV Assessment Book (contact Teacher Certification in Visual Impairment Studies at Marshall University Graduate College (304) 746-8941 or myers42@marshall.edu)

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

ACADEMIC/COMPENSATORY

This area includes, but is not limited to: handwriting, tactile readiness, braille reading and writing, nemeth code, slate and stylus, optical device training, abacus, listening skills, organization, study and reference skills, use of live reader, music, scientific and foreign language notation, use of charts, graphs and maps.

1. Assessments

- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu
- West Virginia Assessment Book
- Assessment of Braille Literacy Skills (ABLS). (Region 4, Education Service Center, Texas) www.region4store.com
- Braille Code Recognition Materials (APH) www.aph.org/catalogs
- BOEHM Test of Basic Concepts
- 21st Century Content Standard and Objectives for West Virginia Schools - West Virginia Content Standards
http://boe.jack.k12.wv.us/wvcontent_standards.html

2. Resources

- American Printing House (APH) www.aph.org
- Texas School for the Blind website (www.tsbvi.edu)
- Exceptional Teaching Aides www.internettollfree.com
- Braille/Print recreation reading books – on loan from WV IRC
- William A Thomas Braille Book Store www.brailleintl.org/Content.htm
- Seedlings Braille Books for Children www.seedlings.org/
- National Braille Press www.nbp.org
- Braille Master (Independent Living Aids)
- Nemeth Braille Reference Sheet (National Braille Press)
www.tsbvi.edu/math/nemeth-reference.htm
- Braille Institute (Free Braille Books)
- Hadley School for the Blind www.hadley-school.org
- DOTS for Braille Literacy www.afb.org
- Curriculum Guide for Braille Reading (1979)
New Jersey Commission for the Blind and Visually Impaired, George Meyer Instructional Resource Center, 375 McCarta Hwy., Newark, NJ 07114

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

- . Curriculum Guide for Writing Braille (1979)
New Jersey Commission for the Blind and Visually Impaired* (See address above)
- . Specialized Skills for the Visually Handicapped: An Instructional Manual (1990). Los Angeles Unified School District, Division of Special Education, Los Angeles, CA
- . Michigan Standards (Available through Patty Myers, MUGC)
- . California Braille Standards www.cde.ca.gov/sp/se/as/ab2326.asp
- . Math Window www.mathwindow.com
- . Virtual Pencil www.virtualpencil.com
- . Perkins Panda – Learning tool from Perkins School for the Blind
- . Oakmont Visual Aides Workshop www.teachersaidsforblindchildren.org
- . www.findsounds.com
- . Texas School for the Blind (Susan Osterhaus/Math Section)
- . AER Nemeth Code Tutorial www.duxburysystems.com/nemeth.asp
- . Good Feel Music Transcribing Software
- . *English Braille American Edition 1994* (Transcription manual)
www.loc.gov/nls/
- . Haptic Flashcards and Books Creative Adaptations for Learning
www.CAL-s.org
- . BANA (Braille Authority of North America) – Resource for national standards and guidelines for braille transcription
www.brailleauthority.org/
- . Recordings for the Blind www.rfbd.org
- . Learning Through Listening www.learningthroughlistening.org

****A variety of braille reading programs, braille writing programs, signature writing, Assessments and other resources are outlined on the Texas School for the Blind website at www.tsbvi.edu. These programs are listed at the Expanded Core Curriculum Resources section under *Compensatory Skills Reading and Writing Curricula and Resources*.**

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

VISUAL EFFICIENCY SKILLS

1. Assessments

- Kit of Informal Tools for Academic Students with Visual Impairments (Texas School for the Blind--www.tsbvi.edu)
- West Virginia Assessment Book
- WV Functional Vision Assessment (Included in Assessment Book)
- Mangold, Sally. A Teacher's Guide to the Special Education Needs of Blind and Visually Handicapped Children. (1982). AFB Press. (Note: This is NOT available at www.amazon.com. You can find it at www.amazon.co.uk)
- Program to Develop Efficiency in Visual Functioning (APH)
- American Printing House for the Blind Materials www.aph.org
- Assessment of Low Vision for Educational Purposes www.lead-test.fi/assessme/educlear/index/htm
- Erhardt, R.P. Developmental Vision Dysfunction: Models for Assessment and Management. (1990). Maplewood, MN. <http://home.att.net/~rpehardtd/pubs.html>
- First Look: Vision Evaluation and Assessment for Infants, Toddlers, and Preschoolers, Birth through Five Years of Age (kit) www.tsbvi.edu/recc/ves.htm
- Koenig, Alan J. and Holbrook, M.Cay. Foundations of Education. (2000). AFB Press. (see Chapter 6 – Instruction)
- Corn, A.L. & Koenig, A.J. Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press. www.amazon.com
- Individual Systematic Assessment of Visual Efficiency (ISAVE). (Functional vision assessment kit that can be used with all levels and ages of students) www.tsbvi.edu/recc/ves.htm
- EnVision Kit from American Printing House for the Blind

2. Resources

- Texas School for the Blind www.tsbvi.edu
- Lighthouse for the Blind Professional Products Catalog www.lighthouse.org
- Levack, Nancy. Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments. www.tsbvi.edu/publications
- American Printing House for the Blind www.aph.org
- Preschool Vision Stimulation! It's More than a Flashlight—Available from American Foundation for the Blind @ www.afb.org

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

- . Smith, Audrey J. and O'Donnell, Lizabeth M. Beyond Arm's Reach: Enhancing Distance Vision (out of print... suggest that a copy might borrowed from a veteran teacher).
- . Children's Vision Concerns: Look beyond the Eyes!
- . Corn, Ann L. & Koenig, Alan J. (Eds.). Foundations of Low Vision: Clinical and Functional Perspectives. (1996). AFB Press.
- . D'Andrea, Frances Mary & Farrenkopf. Looking to Learn: Promoting Literacy in Low Vision Students. (2000). AFB Press.
- . Bailey, Brent. Functional Vision: Learning to Look. (1993). (video) www.dblink.org.
- . Oregon Project for Visually Impaired and Blind Preschool Children – (part of it displayed at: www.campabilities.org/oregon.htm)
- . Koenig, Alan J. & Holbrook, M. Cay. (Eds.) Educational Strategies for Teaching Children and Youths with Visual Impairment, Second Edition. (2000). AFB Press.
- . Jose, Randall T. (Ed.). Understanding Low Vision. AFB Press. (No publication date given).

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

ORIENTATION AND MOBILITY

1. Assessment

- WV Assessment Book
- Hill Performance Test of Selected Positional Concepts
- Inventory of Purposeful Movement Behaviors
- Michigan O&M Severity Rating Scale
- Oregon Project for VI and Blind Preschool
(<http://www.campabilities.org/oregon.htm>)
- Peabody Kit
- TAPS: An Orientation and Mobility Curriculum for Students with Visual Impairments. www.tsbvi.edu
- Transdisciplinary Play-based (TDBD) Evaluation and the Young Child Who is Deafblind: Assessing O&M Skills

2. Resources

- Lighthouse for the Blind
- Ambutech
- California Canes
- Independent Living Aids
- Maxi-Aids
- American Printing House (maps)
- Blind Children's Center
- Jacobson, William H. The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments. (1993). www.amazon.com
- Leary, B. & vonSchmeden, M. Simon Says is ot the Only Game. (1982). AFB Press.
- Smith, Audrey J. and O'Donnell, Lizabeth M. Beyond Arm's Reach: Enhancing Distance Vision (out of print...suggest that a copy might borrowed from a veteran teacher).
- An Orientation and Mobility Primer for Families and Young Children
- Reaching, Crawling, Walking. Let's Get Moving: Orientation and Mobility for Preschool Children
- Finding Wheels (Pro-Ed.)
- Travel Tales: A Mobility Storybook
- O&M Night Travel: www.tsbvi.edu
- O&M Listserv
- Foundations of Orientation and Mobility

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

- **Imagining the Possibilities: Creative Approaches to Orientation and Mobility for Persons Who Are Visually Impaired**
- Lydon, W.T. & McGraw, M.L. **Concept Development for Visually Handicapped Children: A Resource Guide for Teachers and Other Professionals Working in Educational Settings.** (1985).
- O'Sail, B.; Levack, N.; Donovan, L.; Sewell, D. **Elementary Concepts for Students with Visual Impairments.** www.tsbvi.edu

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

CAREER EDUCATION

1. Assessments

- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu/publications/kit.htm
- Hammer, E. Functional Skills Screening Inventory (FSSI). (Assesses deaf-blind, blind-multi-handicapped, deaf-multi-handicapped, children with traumatic brain injury, and children with autism) www.winfssi.com

2. Resources

- Career Connect (American Foundation for the Blind): www.afb.org/cc_cc.asp
- VIT Newsletters/Index: jhurst@mteer.net
- Wolffe, K. Skills for Success: A Career Education Handbook for Children and Adolescents with Visual Impairments. AFB Press.
- Rabbi, R. & Croft, D. Take Charge: A Strategic Guide for Blind Job Seekers. (1989). National Braille Press, Inc.
- Wolffe, K. Transition Tote System: Navigating the Rapids of Life. AFB Press
- Job Exploration website: www.bls.gov/k12
- Free booklet to decide to about revealing disability at job interview www.ncwd-youth.info/resources_Publications/411.html
- APH products for career education
- National Industries for the Blind CareerNet: www.nib.org
- Job Accommodations Network (JAN): www.jan.wvu.edu
- www.tsbvi.edu

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

INDEPENDENT LIVING SKILLS

1. Assessments

- WV Assessment Book
- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu/publications/kit.htm
- Oregon Project for Blind Preschool Children Skills Inventory & Curriculum, 5th Ed. <http://www.campabilities.org/oregon.htm>
- Vineland Adaptive Behavior Scales, Second Edition (Vineland-II). This is a measure of personal and social skills from birth to adulthood. This instrument supports the diagnosis of mental retardation, autism spectrum disorder, and ADHD. Surveys parents/caregivers. <http://ags.pearsonassessments.com/group.asp?nGroupInfolD=aVineland>

2. Resources

- Activities for MI Students www.workshopsinc.com
- West Virginia Division of Rehabilitation Services (WVDRS) www.wvdrs.org/
- Hadley School for the Blind (Courses in Independent Living and Life Adjustment) www.hadley-school.org
- Levack, N. & Hauser, S. *Basic Skills for Community Living: A Curriculum for Students with Visual Impairments and Multiple Disabilities.* (1994). www.tsbvi.edu
- Corn, A.L. & Rosenblum, L.P. *Finding Wheels: A Curriculum for Nondrivers with Visual Impairments for Control of Transportation Needs.* www.amazon.com
- Lovinger, M.J. *Functional Academics Curriculum for Exceptional Students (F.A.C.E.S.)* www.tsbvi.edu
- Loumiet, R. & Levack, N. *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments,* 2nd Ed.
- Oregon Project for Blind Preschool Children Skills Inventory & Curriculum, 5th Ed. <http://www.campabilities.org/oregon.htm>
- Swallow, R.M. & Huebner, K.M. *How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youth.* (1987).
- APH www.aph.org
- Ann Morris Enterprises
- Independent Living Aids, Inc.
- Lighthouse Catalog
- LS&S Catalog
- Fred's Head Database: Sharing Valuable Tips and Techniques at www.aph.org

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

SOCIAL INTERACTION SKILLS

1. Assessments

- WV Assessment Book
- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu
- Johnson-Martin, N.; Jens, K.G.; & Attermeier, S.M. Carolina Curriculum for Handicapped Infants and Infants at Risk. www.amazon.com
- Johnson-Martin, N.; Attermeier, S.M. & Hacker, B.J. Carolina Curriculum for Preschoolers with Special Needs. www.pbrookes.com and www.amazon.com
- Wolffe, K. & Sacks, S. FOCUSED ON: Assessment Techniques (2000).
- Independent Living: A Curriculum with Adaptations for Students with Visual Impairments Volume 1: Social Competence. 2nd Edition

2. Resources

- VIT Update and VIT ECC database
- Kekelis, L. FOCUSED ON: Teaching Social Skills to Visually Impaired Preschoolers (2000). www.tsbvi.edu
- Wolffe, K. & Sacks, S. Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, Volume 1: Social Competence, 2nd Edition. www.tsbvi.edu
- Haygood, L. Communication: A Guide for Teaching Students with Visual and Multiple Impairments. (1997). www.tsbvi.edu
- Korsten, J.E.; Dunn, D.K.; Foss, T.V.; & Francke, M.K. Every Move Counts Sensory-Based Communication Techniques. Pearson. (video and manual which contains assessments and strategies)
- Levack, N.; Hauser, S; Newton, L.; & Stephenson P. (Eds.) Basic Skills for Community Living: A Curriculum for Students with Visual Impairments and Multiple Disabilities. (1996/1997). www.tsbvi.edu (also available on disk).
- Hauser, S., Levack, N. & Newton, L. (Eds.) Functional Academics: A curriculum for Students with Visual Impairments. (1999). www.tsbvi.edu
- Swallow, R.M. & Huebner, K.M. How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youth. (1987).
- Independent Living: A Curriculum with Adaptations for Students with Visual Impairments Volume I: Social Competence
- Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities (2 Volumes)

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

- Wolffe, K. and Sacks, S. FOCUSED ON: The Importance and Need for Social Skills. (2000).
- Kekelis, L., Sacks, S. & Gaylord-Ross, R. The Development of Blind and Visually Impaired Students: Exploratory Studies and Strategies. (1992) AFB Press. www.afb.org
- Blind Childrens Center www.blindchildrenscenter.org
- Davies, J. Sexuality Education for Children with Visual Impairments: A Parents Guide. (available online at www.tsbvi.edu)
- APH www.aph.org
- Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies
- Schoenberger, O. Do's and Don't's for Teaching Social Skills. www.tsbvi.edu
- Harrell, Teaching a Blind Child How to "Read" Body Language. www.tsbvi.edu
- Sacks, S. Ways to Enhance Socialization and Social Interaction for Visually Impaired Students. www.tsbvi.edu
- Socialization and the Child With Low Vision
- Building Self-Esteem: Use Search Engine at www.afb.org
- Wolffe, K. & Sacks, S. Building Self-Esteem: Social Interaction Skills. www.tsbvi.edu (video and print materials).
- Blind Children's Center: www.blindchildrenscenter.org
- McAlpine, L.M. & Moore, C.L. The Development of Social Understanding in Children with Visual Impairments. www.tsbvi.edu

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

TECHNOLOGY

1. Assessment

- WV Assessment Book
- TSBVI website - <http://www.tsbvi.edu/technology/tech-assess.htm>
Scope and Sequence or Progress Monitoring forms at this site
- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu/publications/kit.htm
- Assessment Forms from Wisconsin Assistive Technology Initiative (WATI) www.wati.org
- Quality Indicators for Assistive Technology (QIAT) for School Settings. sweb.uky.edu/~jszaba0/qiatqualityind.html
- Technology Assessment Checklist for Students with Visual Impairments. www.tsbvi.edu (download available)
- VI Technology Assessment. www.tsbvi.edu (available online)

3. Resources

- West Virginia Assistive Technology System (WVATS) www.cedwvu.org/programs.wvats 1-800-841-84
 - Hadley School for the Blind - <http://www.hadley.edu/>
 - www.RJCooper.com
 - Talking Typer – APH
 - West Virginia Department of Education – Assistive Technology Grant
 - Simplified Technology – Linda Burkhart -<http://www.lburkhart.com/>
 - www.mountbattenbrailier.com
 - Technology tutorials www.atto.buffalo.edu
 - www.closingthegap.com
 - Inclusive TLC – special needs software, computer access devices,.. www.inclusivetlc.com
 - www.Intellitools.com
 - Stages – Software solutions for special needs <http://www.assistivetech.com/p-stages.htm>
 - Freedom Scientific – www.freedomscientific.com
 - Enablemart –Technology for everyone www.enablemart.com
-
- Special Education Technology (SET) The SET-BC Learning Centre provides

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

classroom resources and training modules on assistive technology.

Technology topics: alternate access, augmentative communication, and vision.

<http://www.setbc.org>

. Humanware: Jim Sullivan (jim.sullivan@humanware.com).

Phone: 1-800-722-3393 Ext. 261

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

RECREATION/LEISURE

1. Assessment

- WV Assessment Book
- Yeadon, A. Independent Living Skills. www.tsbvi.edu/recc/ils.htm
- Winnick, J.P. & Short, F.X. The Brockport Physical Fitness Test Manual. www.humankinetics.com
- Hogberg, C.S. Popular Scales Used for Assessing Kids with Special Needs. www.pecentral.org/adapted/adaptedinstruments.html

2. Resources

- Recreation Reader
- VIT Update and VIT ECC Database
- APH website PE section www.aph.org/pe/index.html
- WV IRC braille/print recreational readers
- Recordings for the Blind www.rfbd.org
- Exceptional Teaching Aids
- West Virginia Library Commission <http://librarycommission.lib.wv.us>
- Seedlings Braille Books for Children www.seedlings.org/
- National Braille Press www.nbr.org
- Braille Institute of America www.brailleinstitute.org
- Descriptive Videos (online catalog) www.shawls.lib.il.us/talkingbooks/video.html
- APH Games
- Flaghouse: www.flaghouse.com
- Sportime: www.sportime.com
- S&S Worldwide 1-800-288-9941 (Crafts and PE Supplies) www.ssw.com/physicaleducationequipment
- www.usaba.org
- Beep Baseball: The National Beep Baseball Association - Home Page www.nbba.org
- NCPAD: Competitive Sports: Goal Ball www.ncpad.org/competitive/fact_sheet.php?sheet=52
- www.paralympic.org
- PE Adaptation CD by Judy Hurst: jhurst@mteer.net
- Judy's Recreation CD: Jhurst@mteer.net
- Fred's Head: www.aph.org/fh/index.html

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

- NFB Future Reflections – a magazine for parents/teachers of blind children
[www.nfb.org/nfb/Future Reflections.asp](http://www.nfb.org/nfb/Future_Reflections.asp)
- www.mysportsvision.org – PA website, newsletter (click on “adapting and playing”)
- *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren Lieberman: <http://www.campabilities.org/tvic-index.htm>
PowerPoint programs and many other resources on adapting activities
- www.junkyardsports.com (games made with recycled materials; invent own rules,)
- Challenged Athletes of WV CAWV, PO Box 10, Snowshoe WV 26209
Phone 1-304-572-6708; www.cawvsports.org
- Sports Jamboree at North Bend State Park – (304) 623-9571
www.verizonwvapiioneers.org
- Ski for Light www.sfl.org
- Craft supplies: www.orientaltrading.com
- National Center on Physical Activity and Disability www.ncpad.org
(Free book is available called Discover Leisure)
- Future Reflections issue entitled “Sports, Fitness and Blindness”
(www.nfb.org, select publications, then select Future Reflections, Volume 26)
- Children’s Vision Rehabilitation Project (CVRP): Summer Institutes
Contact: langp@wvuh.com

EXPANDED CORE CURRICULUM ASSESSMENTS AND RESOURCES

SELF DETERMINATION

This area includes ten teachable skills including:

- Self-awareness
- Decision-making
- Problem-solving
- Goal setting and attainment
- Self-observation, evaluation & reinforcement
- Self-instruction
- Choice making
- Positive self-efficacy & outcome expectancy
- Self-Advocacy & leadership
- Self-understanding
- Facilitation of IEP & team meeting
- Ability to describe & explain eye condition
- Additional skills

1. Assessment

- Child-Guided Strategies for Assessing Children Who are Deaf-Blind or Have Multiple Disabilities (WV Assessment Book)
- Sewell, D. Assessment Kit: Kit of Informal Tools for Academic Students with Visual Impairments. www.tsbvi.edu
- West Virginia Assessment Book
- May be necessary to pull from other areas of the Expanded Core Assessment tools

2. Resources

- Functional Skills Screening Inventory (FSSI) www.winfssi.com
- The Active Learning Newsletter www.lilliworks.com/newsletter.htm
- The Acquisition of Elementary-Level Employment Skills by Students with Impairments: JVIB, 84, 456-460.
- Academics Are Not Enough: Incorporating Life Skills in the Curriculum for Children and Youth with Visual Impairments: www.ed.arizona.edu
- Kekelis, L., Sacks, S. & Gaylord-Ross, R. The Development of Blind and Visually Impaired Students: Exploratory Studies and Strategies. (1992) AFB Press. www.afb.org
- Wolffe, K. and Sacks, S. FOCUSED ON: The Importance and Need for Social Skills. (2000).

Parent

Resources

Parent Pre-IEP Checklist for Expanded Core Curriculum (ECC)

Parents may use this form to guide the conversation on instruction needed in the ECC

Communication/Learning Skills/Materials

- Abacus
- Ability to access library materials
- Appropriate, controllable lighting
- Augmentative devices
- Braille
- Braille printer
- Braille writer
- Calendar/schedule system
- Computer with appropriate technology
- Electronic magnification
- Handwriting instruction
- Keyboarding instruction
- Large print materials
- Learning Media Assessment
- Magnification/optical aids
- Nemeth code
- Preferential seating
- Proper seating/adaptive seating
- Recorded materials
- Regular print
- Scanner
- Sign language
- Slate and stylus
- Tactile materials/graphs/maps/charts
- Talking or large print calculator
- Tape recorder
- Unlimited time for tests/tasks

Orientation and Mobility (Ability to know where you are and to move safely in the environment)

- _____ Body awareness
- _____ Cane instruction
- _____ Concept development (right, left, under, over, etc.)
- _____ Mobility/movement
- _____ Protective techniques
- _____ Pre-cane instruction
- _____ Retrieve dropped/lost items
- _____ Self-orientation to engage in physical activities and games
- _____ Sighted guide
- _____ Trailing
- _____ Yearly evaluation

Social Interaction (Ability to effectively interact socially with others)

- _____ Gain knowledge of personal abilities/goals
- _____ Gain physical/sexual understanding
- _____ Make and maintain friendships
- _____ Make effective use of personal service people
- _____ Obtain help from others when needed
- _____ Understand impairment(s)
- _____ Use appropriate non-verbal communication and body language
- _____ Use correct body and head orientation
- _____ Use problem solving

Independent Living Skills (Ability to manage daily living tasks)

- _____ Food prep/eating management skills
- _____ Household tasks
- _____ Organizational skills
- _____ Personal hygiene
- _____ Personal safety
- _____ Telephone
- _____ Time and money

Recreation and Leisure (Skills needed to participate in recreation and leisure activities)

- _____ Adapt activities
- _____ Gain knowledge of preferred activities available
- _____ Schedule transportation to participate in activities

Career Education (Opportunity to learn first-hand about work)

- _____ Accept and respond to suggestions and corrections
- _____ Adhere to policies, rules, and work schedules
- _____ Carry out plans for work needed
- _____ Communicate effectively on the job
- _____ Exhibit work quality that meets employer standards
- _____ Exhibit work rates to meet employer standards
- _____ Gain independence in work setting
- _____ Maintain responsibility for belongings and materials
- _____ Organize tasks toward meeting goals
- _____ Set realistic goals

Visual Efficiency Skills (Ability to utilize functional vision)

- _____ Classroom adaptation (color, contrast, lighting, etc.)
- _____ Eye-hand coordination instruction
- _____ Knowledge of eye condition and its effect on visual functioning
- _____ Optical aid instruction (near, intermediate, and distance)
- _____ Participation in eye exam
- _____ Personal responsibility for eye care
- _____ Tracking/scanning instruction
- _____ Functional Vision Assessment

How to Make Intervention Changes

When student is not obtaining the identified skill set as evidenced by your data collection, consider the following:

- Does the student have the prerequisite skills needed to obtain this skill set?
- Is the skill set developmentally appropriate?
- Is the instructional time (duration and frequency) sufficient to have student obtain skill set?
- Are the prompts appropriate for this student?
- Is the instructional pace (too slow, too fast) appropriate for the learning style of this student?
- Are the instructional materials appropriate for this student?
- Should the reinforcers be more frequent or more intense?
- Are there variables you did not expect?
- Do you need to consider assisted technology?
- Can more practice be added?
- Does something in the environment be changed?
- Is your service the wrong intervention?

Expanded Core Curriculum (ECC) Action Plan

Student: _____

School Year _____

ECC Priority Area(s)	Assessment Date	Goal (g) or Intervention (i)	Person Responsible for Instruction	Person Responsible for Data Collection	Setting	Amount of Service
Compensatory Skills						
Independent Living						
Use of Assistive Tech.						
Visual Efficiency						
Recreation & Leisure						
O & M						
Social Interaction Skills						
Career Education						
Self-Determination						

Completed by: _____

Date Completed: _____

TVI Collaboration/Consult Record

Initial/Review Dates	
IFSP/IEP	
Periodic	
3-Year	

Name: _____ DOB: _____ Age: _____

Parent(s): _____

Phone (H): _____ Phone (W): _____

Address: _____

School: _____ Teacher: _____ Grade: _____

Case Coordinator: _____ Program: _____

Service Time: _____

Service Record

Month	Month
Aug.	Feb.
Sept.	March
Oct.	April
Nov.	May
Dec.	June
Jan.	July

- Key:
- | | |
|------------------------------------|---|
| A - Student absent | C - Cancellation by whom (Parent, Teacher, other) |
| M - Meeting for student (IEP/IFSP) | X - TVI ill/absent |
| T - Telephone Contact | O - Other |
| E - E-mail Contact | |

TVI Service Record

Initial/Review Dates	
IFSP/IEP	
Periodic	
3-Year	

Name: _____ DOB: _____ Age: _____

Parent(s): _____

Phone (H): _____ Phone (W): _____

Address: _____

School: _____ Teacher: _____ Grade: _____

Case Coordinator: _____ Program: _____

Service Time: _____

Service Record

Month	Month
Aug.	Feb.
Sept.	March
Oct.	April
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Jan.	July

- Key:
- | | |
|------------------------------------|---|
| A - Student absent | C - Cancellation by whom (Parent, Teacher, other) |
| M - Meeting for student (IEP/IFSP) | X - TVI ill/absent |
| T - Telephone Contact | O - Other |
| E - E-mail Contact | |

Student Folder Checklist Student Information Sheet

Name : _____ School Year: _____

TVI: _____ O & M: _____

Eligibility/Entitlement

- _____ Eye Report and other medical reports
- _____ Parental Permission for Assessments Form
- _____ FVA
- _____ LMA
- _____ Other Educational Assessment Reports
- _____ ECC Assessment Protocol
- _____ Student Referral Form
- _____ Classroom Observation Form

Programming

- _____ ECC Needs Assessment
- _____ ECC Assessment Protocol
- _____ ECC Action Plan
- _____ Copy of IFSP/IEP

Instruction

- _____ ECC Lesson Plans
- _____ Copy of Report Card
- _____ Curriculum Resources

Student Folder Checklist Student Information Sheet

Resources

- APH Orders
- Any other formats
- Textbook Orders (accessible formats)
- Inventory Sheet

Other

- School Calendar
- Daily Schedule
- Release of Information
- Websites for VI

What High School Students Who Are Blind Should Know about Assistive Technology

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Gaylen Kapperman and Jodi Sticken (2005)
Department of Teaching and Learning
Northern Illinois University
DeKalb, Illinois

We are certain that everyone would agree with the proposition that students who are blind should be well equipped with all of the necessary skills to manage the challenges of assistive technology. Those who graduate from high school without the requisite competencies to access mainstream technology will be unable to compete in modern society, a world that is increasingly reliant on sophisticated tools. Anyone lacking these skills will be on the wrong side of the digital divide. Given that assertion, we would recommend that upon graduation, students who are blind should possess the following proficiencies:

1. Keyboarding (a minimum of 50 words per minute);
2. Comfortable use of at least one screen reading program (JAWS, Window-Eyes, or HAL);
3. Knowledge of the major Windows key stroke commands;
4. Competence in the use of the following Microsoft programs: Word, Excel, and PowerPoint;
5. Competence in the use of Internet Explorer, including the ability to conduct searches using major search engines such as Google, and to make on-line purchases;
6. The ability to use an e-mail program (either Outlook Express linked to a Hot Mail account, or Eudora);
7. Understanding of the basic programs in note takers such as Braille Note or Pac Mate;
8. The ability to download e-books from Book Share and the Library of Congress;
9. Knowledge of scanning techniques using either Open Book or Kurzweil 1000 to access print information;
10. The ability to use an online dictionary (such as the Random House Webster's Dictionary) and an online encyclopedia (such as Grolier's);

11. Competence in the use of Duxbury braille translation software to produce hard copy braille, along with the operation of a braille embosser;
12. Knowledge of legal techniques for downloading and storing music;
13. Independent troubleshooting of computer hardware and software problems using Help files, online technical assistance, and online manuals; and
14. The ability to connect a refreshable braille display to a computer and use it to access information on a monitor.

In order to ensure that every student is prepared for this challenge, training should begin very early in a student's school career. Acquisition of all of the fundamental skills and knowledge requires an enormous amount of time and effort; and, there is not enough time during the regular school day. Therefore, training and practice should be available at home and through programs outside of the traditional school day and/or facility, such as through summer camps or in-home tutoring in the evening or on weekends. This is realistic only if students have access to equipment and software at home as well as at school, and are permitted to carry note takers home. In addition to Braille Note or Pac Mate, they should be provided with:

- an up-to-date computer running Windows XP and the Microsoft Suite including Word, Excel and PowerPoint;
- screen reading software (JAWS, Window-Eyes, or HAL);
- Duxbury braille translation software;
- broadband access to the Internet;
- a scanner with a document feeder as well as accessible scanning software (Open Book or Kurzweil 1000);
- a printer; and
- a braille embosser.

Blind students who graduate from high school with these skills will be well-prepared to meet the technological challenges which await them in any postsecondary situation.

Student Performance Indicators

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In Collaboration with Teachers of Students with Visual Impairments in the
Austin Independent School District

Getting Started

Who This Record is For

This record is to be used with **FULL INDEPENDENT** or **SEMI-INDEPENDENT** academic students who are blind or visually impaired, ages **Kindergarten through 12th grade**. As a refresher, here are the definitions of these two groups, as taken from the Texas Regional Student Performance Indicators RSPI:

Full Independence

These students are expected to achieve full independence in adult living roles. They will probably be assessed using the TAKS (Texas Assessment of Knowledges and Skills) at their appropriate grade level. They may have additional impairments so long as they function within two grade levels of their chronological peers. Post high school education for these students is likely to be college, trade school, or vocational programs.

Semi-Independence

These students are expected to be able to live independently without direct or constant assistance. They are likely to be assessed using either the TAKS or the release TAKS. These students have reading, math, and writing skills at least two grade levels below their chronological peers. They can complete tasks which require a moderate degree of abstraction, but they must first have a very concrete learning foundation. Post-high school education for these students is likely to be a trade school or vocational program. It is expected that these students will be able to participate in competitive employment in the general job market with only minimal assistance or support.

Purpose

The SPI is intended to supply the VI program with information about student performance across areas outlined on the IEP Addendum for Students with Visual Impairments. This information should be used to write IEP goals and objectives, as well as to provide support to the state required testing for VI students (Regional Student Performance Indicators, or RSPI). Once you have initial assessment information on your student, you should update information annually, just prior to the annual IEP date.

Many of the Performance Indicators are observable, with input from you, the student's O & M instructor, and other professionals familiar with the student. There is one exception to this — the section on Daily Living Skills will require input from home. You can either make a copy of this section and send it home to be filled in by the parent (be sure to include a self-addressed, stamped envelope), or you can call the parent and discuss this over the phone. If you send it home, you should highlight the grade level of the child and instruct the parent to respond to only those indicators.

Some of the lists of Performance Indicators do not give the detail you need to write an IEP (e.g., Performance Indicators for the Abacus). You can supplement these with checklists from other sources, for example, *THE KIT* by Debra Sewell of TSBVI.

Please note that these lists are divided by compensatory skills areas, some of which will not apply to every student. For example, not all students will be using braille, an abacus, or a low vision device.

How to Complete the SPI

Begin by completing the sheet titled "Student Information."

Skip the sheet that says "Assessment Log" for now. You will come back to that once you have completed the assessment.

If you skip an assessment (because the whole list of skills do not apply) just note that somewhere at the top of the page.

For Students in the Full Independence Category

Note that each skill is divided by grade level. These were purposely made to be broad, due to the fact that individual children will respond within a range. Start at the grade level grouping of your student. In other words, begin a 5th grader at the 5-7 grade level, not lower. If your student is exiting a particular grade notation (e.g., is at the end of the 4th grade), you would expect him to have acquired the skill listed for the "2-4" grade level. However, if your student is just entering the 2nd grade, or is

in the 3rd grade, you might not expect him to have acquired the skill noted in the "2-4" grade level. **DO NOT go beyond the functioning grade level of the child when filling in these sheets.** In other words, do not continue to mark skills past the 4th grade for a 4th grader.

For Students in the Semi-Independent Category

Because these students are functioning at least two grade levels below their actual grade placement, it is OK to mark the Performance Indicators which are two or more grade levels below. However, these students may have splinter skills in some areas which are more in line with their actual grade level. For example, a 7th grader who is actually reading on a 4th grade level may be passed on the Writing section for 4th grade, but may have skills on the 7th grade level in Listening, Self-Advocacy, Daily Living, etc.

Some of the Performance Indicators ask you to list curricula used with this student. This is important information for the next teacher.

In the Status column, "T" stands for "True" (the child has this skill), "F" stands for "False" (the child does not have this skill), and "N" stands for "Not Applicable" (this skill does not apply to this particular child). Note that the skills that go beyond your student's grade level will be left unmarked, rather than with an "N".

"Date" is for the date you marked your status.

The "Comment" column is for any other comments you might add. For example, if you marked "N" on a skill, you would want to put a reason there.

Once you have completed assessing all the skills, go back to the Assessment Log at the front of the list and put a date of assessment in the boxes next to each compensatory skill area. This list will be updated each time you assess. To avoid making additional copies of the Compensatory Skill Areas when you reassess, you might consider using different color ink. Just be sure to note which color goes with which year.

Using the Assessment Results

As with any assessment results, you may need to prioritize the deficit areas to write IEP goals and objectives. The parents, other academic service providers, and at times the student, can assist in this process. You may also notice that the needs of the student may affect the amount of service delivery outlined at the next IEP meeting. The following factors need to be considered when prioritizing goals and objectives:

1. Parents'/students's desires.
2. Safety of the student.
3. The skill will enable the student to maintain or achieve academic progress.
4. The skill will enable the student to perform at a higher/more independent level.
5. The skill will provide the framework for a host of other skills to follow.
6. No one else will address this skill.
7. The skill will enable the child to behave in a more acceptable way.
8. Members of the educational team see this skill as crucial.
9. The skill is needed for employment.

Remember to forward the SPI onto the next teacher or district if this student moves.

Abacus

Grade Level	Performance Indicators	Status	Date	Comment
All	Uses abacus to perform math computations commensurate with grade level math class: K-1 st grade levels 2nd - 3rd grade levels 4th - 5th grade levels 6th - 7th grade levels 8th - 9th grade levels 10th -12th grade levels	T F N T F N T F N T F N T F N T F N		
K-1	Counts actual objects (fingers, blocks household objects) 1 to 10	T F N		
K-1	Demonstrates an understanding of 1:1 correspondence	T F N		
K-1	Has mastered math concepts necessary for beginning use of the abacus (e.g., place value, simple computation in addition, subtraction)	T F N		
2-4	Counts numbers/objects from 1 up to 100	T F N		
2-4	Keeps personal math aids available for use in any setting	T F N		
24	The following curricula have been used with this student:	T F N		
5-7	Uses abacus to accurately perform the 4 basic math functions required to complete assignments	T F N		

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Adaptive Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Identifies basic functions of the Braillewriter and other technological devices	T F N		
K-1	Uses a tape recorder to access print materials	T F N		
2-4	Uses an adapted or non-adapted ruler and yardstick.	T F N		
2-4	Uses assistive devices for adapting the environment (e.g., reading stand, high intensity lamp)	T F N		
2-4	Accesses assistive devices in the school library	T F N		
2-4	Listens to selected tapes for leisure reading* Uses adaptive clock face/watch	T F N		
2-4	Accesses tactile graphics	T F N		
2-4	Stores and retrieves assistive devices when needed	T F N		
	Uses appropriate input and output devices (e.g., Kurzweil, CCTV, tape player):			
2-4		T F N		
	Uses adapted/non-adapted calculating device (computer, calculator, etc.) at grade level			
5-7	Uses adapted and/or non-adapted compass and protractor	T F N		
5-7	Gives all personal adapted devices appropriate care	T F N		
8-10	Regularly uses a computer (standard or adapted) or note taking equipment to produce written assignments	T F N		
8-10	Uses a graphing calculator (print or adapted) on a level commensurate with peers	T F N		
11-12	Reports on how to acquire, repair and maintain assistive academic device	T F N		

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Auditory/Listening Skills

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Turns toward a voice or noise	T F N		
K-1	Reaches for or moves toward a noise stimulus	T F N		
K-1	Attends to environmental sounds	T F N		
K-1	Responds to auditory directions regarding safety (e.g., stop!)	T F N		
K-1	Locates a stationary sound	T F N		
K-1	Tracks a moving sound	T F N		
K-1	Identifies and labels environmental sounds	T F N		
K-1	Uses sounds to orient to the environment	T F N		
K-1	Responds to oral instructions in a variety of settings: home environments classrooms P.E. (e.g., gym, playing fields) outdoors (e.g., playground, yard, concourse) stores (e.g., grocery, mall, department)	T F N		
K-1	Follows along during oral reading activities	T F N		
2-4	Transforms auditory information into a readback medium (e.g., when takes a spelling test, writes down information as it is read aloud)	T F N		
5-7	Organizes auditory information into an abbreviated note taking medium which can be read later	T F N		
5-7	Organizes brief oral direction (e.g., homework assignments, telephone numbers, important dates) into a retrievable medium	T F N		
5-7	Accesses auditory formats on taped texts	T F N		
8-10	Practices active listening techniques on taped materials (e.g., takes written notes while listening o tapes)	T F N		

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Braille

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Makes left to right exploration of lines on page	T F N		
K-1	Identifies basic shapes or objects (e.g., circle, square, box, ball)	T F N		
K-1	Explores pages of books factually	T F N		
K-1	Understand that Braille and print in books tell a story	T F N		
K-1	Reads books in braille	T F N		
2-4	Reads and produces Nemeth Code for math assignments	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on map/globes (e.g., top, bottom, right, left)	T F N		
2-4	Describes simple maps and interprets meaning (e.g., map of classroom)	T F N		
2-4	Reads and produces Braille code for assignments	T F N		
2-4	Reads back personal writing and edits personal writing	T F N		
2-4	Demonstrates knowledge of textbook formats (e.g., tables of contents, pagination, index, glossaries)	T F N		
2-4	Accesses variety of formats which may be used on tests, worksheets, quizzes, IMS, etc. (e.g., true/false, multiple choice, columns)	T F N		
2-4	Demonstrates basic chart and graph reading skills	T F N		
2-4	Reads and produces Nemeth code for math and science skills	T F N		
2-4	Uses reference materials (e.g., dictionaries) within the context of classroom assignments as needed	T F N		
2-4	Reads braille orally at wpm			
2nd	Reads braille silently at wpm			

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Braille

Grade Level	Performance Indicators	Status	Date	Comment
3rd	Reads braille orally at wpm			
	Reads braille silently at wpm			
4th	Reads braille orally at wpm			
	Reads braille silently at wpm			
5-7	Accesses braille information in the school library on par with peers	T F N		
5-7	Expresses personal preferences for reading media and devices for specific subjects	T F N		
5-7	Scans braille text to determine organization, main topics, format, and quickly locate key points	T F N		
5th	Reads braille orally at wpm			
	Reads braille silently at wpm			
6th	Reads braille orally at wpm			
	Reads braille silently at wpm			
7th	Reads braille orally at wpm			
	Reads braille silently at wpm			

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Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Names five occupations of community workers	T F N		
2-4	Identifies jobs held by persons with visual impairments	T F N		
2-4	Explains job (title and responsibilities) of five familiar adults (including parents)	T F N		
5-7	Participates in field trips to various agencies/ businesses for introduction and exposure to services each provide	T F N		
8-10	List at least five possibilities for future employment	T F N		
8-10	List job requirements for personal service people (e.g., beautician, doctor)	T F N		
8-10	Explores specific job interests using aptitude or interest inventories	T F N		
8-10	Role plays personal interviews (e.g., for jobs, plays, services, etc.)	T F N		
8-10	Demonstrates beginning skills as an interviewee	T F N		
8-10	Gives at least two job responsibilities of various job classifications (e.g., secretary, custodian, teacher, postal worker)	T F N		
8-10	Tells what various community services and businesses do (e.g., lawyers, social workers, child care workers)	T F N		
8-10	Communicates personal interests within the framework of possible job exploration	T F N		
8-10	List vocational skills and education needed for at least five jobs/professions	T F N		
11-12	Completes forms/applications correctly	T F N		
11-12	Writes at least one report on a job/worker in the community	T F N		

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Career Readiness

Grade Level	Performance Indicators	Status	Date	Comment
11-12	Reports personal vocational and life-style options	T F N		
11-12	Task analyzes at least four jobs and identifies potential personal job accommodation needs for each	T F N		
11-12	Explores training needs and work experience needed to achieve career goal	T F N		
11-12	Produces a sample resume'	T F N		
11-12	Solicits information on types of jobs and how to apply for them from appropriate personnel (e.g., store clerk)	T F N		
11-12	Reports pay scale range of 10-20 job types or careers	T F N		
11-12	Identifies resources for assistive technology to facilitate personal employment	T F N		
11-12	Lists various combinations of worker benefits (including health/life insurance, vacation time/pay, social security, workers compensation, etc.)	T F N		
11-12	Evaluates personal situations/skills for productive vocational decision	T F N		
11-12	Reports on available vocational services (i.e., counseling and placement)	T F N		
11-12	Secure references and recommendations	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Eating / Food	T F N		
	Eats using skills commensurate with peers, including use of knife or roll to push food onto fork			
K-1	Is able to unwrap packaged foods, (e.g., candy) before eating	T F N		
K-1	Identifies where specific foods are on plate	T F N		
K-1	Uses a fork, spoon, and knife correctly	T F N		
K-1	Uses appropriate table etiquette (e.g., uses a napkin, swallows before speaking)	T F N		
K-1	Turns face to speaker and maintains social interaction during mealtimes	T F N		
2-4	Shops at stores for groceries with caregivers	T F N		
2-4	Lists foods preferred from each food group	T F N		
2-4	Begins to eat difficult foods with some skill (e.g., hot dogs in buns, tacos in shells, ice cream cone, spaghetti, etc.)	T F N		
2-4	Serves own food at table	T F N		
2-4	Applies condiments to food independently	T F N		
2-4	Pours from a variety of containers without spillage	T F N		
2-4	Politely asks for explanation of food locations on plate that is presented without identification	T F N		
2-4	Measures both dry and liquid ingredients	T F N		
5-7	Safely operates a stove, microwave oven, and raster	T F N		
5-7	Independently prepares a simple meal for self, such as a sandwich, soup and beverage	T F N		
5-7	Asks for Braille menu and orders at restaurant (fast food and from waiter)	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Safely conducts tasks in kitchen (including paring vegetables, cutting meat, using a can opener, transferring hot liquids)	T F N		
5-7	Uses the following actions to prepare foods: spoons, mixes, spreads, measures, pours, cuts	T F N		
8-10	Reads/follows recipes	T F N		
11-12	Handles food safety (i.e., defrosts foods, fully cooks, wraps/properly contains leftovers) and determines if food is safe to eat	T F N		
	Plans a week of meals in advance			
11-12	<u>Personal Health</u>	T F N		
	Cooperates in eye care activities (e.g., keeps eye patch on, properly stores glasses or other optical devices)			
2-4		T F N		
2-4	Recognizes own personal care items from those of others	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		
2-4	Reports own visual functioning and eye-care needs	T F N		
2-4	Knows symptoms and preventative practices regarding vision	T F N		
2-4	Uses labels on personal care items	T F N		
5-7	Knows the name of the personal eye care specialist	T F N		
5-7	Generally explains how eyes work	T F N		
5-7	Skillfully inserts eye prosthesis, if applicable	T F N		
5-7	Attends to own eye care needs without reminders (e.g., optical devices, prosthesis, eye drops, medication)	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Asks questions of eye specialist for clarification of eye health care directions (e.g., medication, low vision devices)	T F N		
5-7	Recognizes and uses cosmetic techniques for improving appearance	T F N		
5-7	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
5-7	Describes dietary/nutritional principles	T F N		
5-7	Describes the physical changes in male and female bodies as they mature	T F N		
5-7	Can describe process of menstrual cycle and related personal care (female)	T F N		
8-10	Explains human reproductive process using models and graphics	T F N		
8-10	Differentiates among types of vision specialists (i.e., optometrist, optician, ophthalmologist)	T F N		
8-10	Contacts eye care specialist for specific vision problem	T F N		
8-10	Independently performs personal care activities (e.g., shaving, grooming, nail care, shoe care, clothing care)	T F N		
8-10	Gives the name of doctor and knows names and purpose of medications	T F N		
	Participates in basic first aid class			
8-10	Home Management	T F N		
K-1	Empties waste basket into larger trash container Replaces used items to proper places at home and school when prompted (e.g., educational materials, toys, clothes, trash)	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Demonstrates the ability to participate in the following household chores: • laundry • food preparation • maintaining an organized living environment • dishes	T F N T F N T F N T F N		
2-4	Wipes up spills independently	T F N		
2-4	Recognizes household cleaning supplies and personal items by labels/markings	T F N		
2-4	Maintains regular organization of room and all personal belongings	T F N		
5-7	Labels, organizes, and stores household cleaning items	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Demonstrates system for organizing storage areas and personal work space	T F N		
5-7	Maintains personal address/phone director	T F N		
8-10	Assists in household repairs	T F N		
8-10	Demonstrates safe use of household tools and supplies (e.g., shovel, rake, hammer, screwdriver)	T F N		
8-10	Cleans floor independently	T F N		
8-10	Helps mow lawn and other yard work	T F N		
8-10	Performs basic household chores on a weekly basis (i.e., vacuums, dusts, mops, washing laundry)	T F N		
8-10	Operates various special appliances (i.e., can opener, sewing machine, coffee/tea brewer, popcorn maker, food processor)	T F N		

Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Labels, organizes, and maintains an organization for household utensils, tools and supplies	T F N		
11-12	Assists in cleaning stove/refrigerator on regular basis (i.e., every 6 months)	T F N		
11-12	Assists in minor home repairs (e.g., replacing fuses and washers, using a screwdriver and hammer)	T F N		
11-12	Determines when to call for assistance for various home repairs	T F N		
11-12	Operates household climate control devices (i.e., fireplace, portable room heater/air conditioner, thermostat)	T F N		
	Uses and care for fire alarms, smoke detectors, fire extinguisher, etc.			
11-12	Dressing/Clothing	T F N		
K-1	Dresses self, including Velcro®, zippers, shoe laces Knows what clothing is appropriate for different weather conditions	T F N		
K-1	Places soiled clothes in appropriate place	T F N		
K-1	Helps to select clothing	T F N		
K-1	Identifies clothing colors by labels or markings	T F N		
2-4	Color coordinates own clothes	T F N		
5-7	Participates in purchasing own clothing	T F N		
8-10	Sews on buttons and makes simple repairs to own clothing	T F N		
8-10	Manages own clothing: • sorts for laundry • washes, dries, and folds • stores in drawers/closet	T F N T F N T F N		
	• irons	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	Hygiene/Appearance			
All	Takes care of personal hygiene needs with assistance	T F N		
K-1	Combs own hair	T F N		
K-1	Brushes own teeth	T F N		
K-1	Bathes self	T F N		
5-7	Labels, organizes and maintains own order for personal items	T F N		
5-7	Combs and styles own hair (with assistance in styling)	T F N		
5-7	Discusses effect of personal dress or demeanor on others (e.g., hygiene, body language)	T F N		
8-10	Applies own makeup and nail polish (female)	T F N		
11-12	Makes appointments with personal service persons (e.g., hair stylist/barber) Service Agencies	T F N		
8-10	Registers with the State Library to borrow books Can list names of agencies that are personally helpful	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Knows more than one agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Keeps a file on vendors for purchasing/repairing materials and equipment	T F N		
11-12	Communicates on a scheduled basis with TCB transition caseworker	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
	Consumerism			
K-1	Sorts and matches coins	T F N		
K-1	Identifies coins by value	T F N		
K-1	Visits stores to become familiar with variety of brand names and costs of everyday items	T F N		
2-4	Pay for purchases (e.g., candy/toy)	T F N		
5-7	Uses coin-operated machines correctly (i.e., phones, vending, etc.)	T F N		
5-7	Manages an allowance	T F N		
5-7	Correctly rounds off money amounts	T F N		
5-7	Plans spending/saving strategy for allowance and/or salary	T F N		
5-7	Handles own money in making purchases	T F N		
5-7	Checks on value of bills received from strangers (asking verbally is OK)	T F N		
5-7	Estimates total cost of purchase	T F N		
5-7	Orders meal at fast food restaurants or cafeterias	T F N		
8-10	Shops with supervision for personal and family items in familiar stores	T F N		
8-10	Tells how to obtain clothing/household items in local community (e.g., names and locations of stores, types of services, and merchandise offered)	T F N		
8-10	Demonstrates money management skills in paying bill and tip at a restaurant	T F N		
8-10	Shops in unfamiliar store, seeking assistance to locate basic items (with supervision)	T F N		
8-10	Organizes money in own wallet for retrieval (single dollar bills, five's, tens, etc.)	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Compares prices/quality of merchandise	T F N		
11-12	Makes change up to \$20	T F N		
11-12	Plans and follows a budget	T F N		
11-12	Uses banking services (e.g., checking, savings, etc.)	T F N		
11-12	Makes change for large purchases (under \$100)	T F N		
11-12	Lists pros and cons of credit and debit cards	T F N		
11-12	Operates an ATM machine commensurate with peers	T F N		
11-12	Can purchase items:	T F N		
	• over the phone	T F N		
	• on internet	T F N		
	• from catalog	T F N		
11-12	Correctly uses a calculator and/or abacus in daily living situations	T F N		
11-12	Reports relative costs of daily living (e.g., housing/food)	T F N		
11-12	Sends equipment to appropriate service centers for repairs	T F N		
11-12	Keeps and organizes a shopping list in a readback format	T F N		
	<u>Safety</u>			
K-1	Cites dangers of fires, hot stoves, playing with matches, etc.	T F N		
K-1	Tells correct purpose for and response to a fire alarm/smoke detector	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Demonstrates the safety procedures associated with.			
	• sharp objects	T F N		
	• heat-producing appliances	T F N		
	• breakable items	T F N		
	• slippery surfaces	T F N		
	• medication	T F N		
	• poisonous substances	T F N		
K-1	States home address and phone number	T F N		
2-4	Gives names of parents/caregivers	T F N		
2-4	Safety plugs in/unplugs appliances appropriate for age	T F N		
2-4	Adheres to safety precautions in all eye care practices	T F N		
2-4	Knows emergency terminology (i.e., can correctly describe emergency situations for 911 calls)	T F N		
5-7	Give directions to own home	T F N		
5-7	Knows safety precautions in the event of emergency (e.g., fire, storm, tornado, burglary, or car accident)	T F N		
5-7	Demonstrates function, appropriate use, and dangers of common household appliances (e.g., stove, microwave, toaster oven, fans)	T F N		
5-7	Negotiates door latches and locks	T F N		
5-7	Safely operates household appliances (including vacuum, dishwasher, washer/dryer)	T F N		
5-7	Reports on where and how to obtain emergency assistance (e.g., police, fire department, ambulance service)	T F N		
5-7	Demonstrates safety in using electric and gas appliances	T F N		
5-7	Demonstrates basic first aid	T F N		

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Daily Living / Self-Help Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Recognizes a medical emergency (e.g., heart attack, choking)	T F N		
	Safely retrieves, uses, and stores potentially harmful materials (i.e., cleaners, pesticides)			
8-10	Telephone	T F N		
K-1	Answers telephone appropriately Knows how to touch/dial 911 or emergency number	T F N		
24	Access telephone number of friends using personal directory	T F N		
5-7	Uses telephone for information/assistance (e.g., directory information, time, emergencies)	T F N		
5-7	Takes and records messages in readback medium	T F N		
5-7	Places directory assisted and non-assisted long distance calls	T F N		
8-10	Uses phone to access information (travel, library, etc.)	T F N		
8-10	Knows how a telephone credit card and calling card work	T F N		

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Enlarged Print

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Explores properties of a magnifier in relation to print	T F N		
K-1	Accesses a variety of print formats	T F N		
K-1	Has system to write math problems and/or record answers	T F N		
K-1	Reads back personal writing	T F N		
2-4	Accesses print information in the school library	T F N		
2-4	Demonstrates basic map, chart, and graph reading skills	T F N		
5-7	Use variety of reading devices (e.g., magnifier, CCTV, etc.) to develop reading flexibility with regular print	T F N		
5-7	Develops a method for identifying mathematic notations (including fractions, decimals, percentages, etc.)	T F N		
5-7	Reports print size needed for optimal personal efficiency	T F N		
5-7	Accesses variety of formats which may be used on tests, worksheets, IMS, etc. (e.g., true/false, multiple choice, columns)	T F N		

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Low Vision Efficiency Training

Grade Level	Performance Indicators	Status	Date	Comment
	Identifies basic shapes of objects (e.g., circle, square, box, ball)	T F N		
	Explores pages of books visually	T F N		
	Shows evidence of beginning to use environmental cues (to make efficient use of vision)	T F N		
	Identifies common environmental objects in: <ul style="list-style-type: none"> • Home (windows, vents, furniture, etc.) • Yard (driveway, garbage can, swings, etc.) • School (bookshelves, water fountain, etc.) • School yard (playground equipment, fence) Visually locates various targets	T F N T F N T F N T F N T F N		
	Visually follows a variety of moving objects	T F N		
	Identifies both primary and secondary colors of common environmental objects at various distances	T F N		
	Visually traces a variety of stationary lines in the environment	T F N		
	States conditions in which he/she can see best	T F N		
	Explains what can be seen/not seen indoors and outdoors; up close and at a distance	T F N		
	Demonstrates the ability to use low vision techniques that are personally effective	T F N		
	Expresses situations in which glasses and low vision devices are useful	T F N		
	Uses skills for modifying environment (e.g., increasing or modifying illumination for specific task)	T F N		
	Visually identifies critical features and shapes of common environmental objects at different distances	T F N		
	Demonstrates the ability to employ techniques earned for maximizing personal near and distance vision	T F N		

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Optical Devices

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Expresses preference for types of learning materials/ learning formats presented by parent/teacher	T F N		
K-1	Explores properties of personal low vision devices within the context of non-academic activities (e.g., hobbies, games)	T F N		
K-1	Begins to recognize situations in which an optical device is helpful	T F N		
K-1	Takes proper care of optical devices including safe storage	T F N		
2-4	Demonstrates basic knowledge of spatial concepts on maps (e.g., top, bottom, right, left)	T F N		
2-4	Initiates use of personal optical devices	T F N		
2-4	Incorporates telescopic device in identifying various signs within environment	T F N		
2-4	Independently accesses materials presented the classroom:	T F N		
	• textbooks	T F N		
	• chalkboard	T F N		
	• overhead projector	T F N		
	• maps	T F N		
2-4	Copies materials presented at a distance	T F N		
2-4	Copies materials presented up close	T F N		
2-4	Demonstrates map, chart, and graph reading skills as presented in educational environments	T F N		
2-4	Demonstrates the ability to use low vision devices and techniques in activities of daily living	T F N		
2-4	Reads back personal writing	T F N		
5-7	Explains why particular visual device or technique s ineffective for given purpose	T F N		
5-7	Uses reference materials (e.g., glossaries, dictionaries) as needed in all reading mediums	T F N		

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Recreation / Leisure

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Uses adaptive techniques (e.g., having a buddy when playing tag, asking a peer or adult to clap hands at finish line or relay game, etc.) in order to participate with sighted peers	T F N		
K-1	Utilizes adapted games/materials during classroom free time	T F N		
2-4	Understands game strategies/patterns of popular ball games (e.g., softball, football)	T F N		
2-4	Uses variety of adapted and non-adapted materials and equipment for play	T F N		
5-7	Lists social activities available in neighborhood (e.g., dancing lessons, scouts, or clubs)	T F N		
5-7	Asks for assistance in a socially acceptable manner during leisure time activities	T F N		
5-7	Lists community activities for visually impaired persons (e.g., goal ball, beep basketball)	T F N		
8-10	Lists resources to obtain recreational reading materials	T F N		
8-10	Lists an array of hobbies and leisure activities in which she/he can participate	T F N		

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Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Describes self as blind, visually impaired, or with other words to illustrate sensory abilities/disabilities	T F N		
K-1	Politely rejects unneeded assistance	T F N		
K-1	Practices answering questions that would be asked by an eye specialist (role play w/VI teacher)	T F N		
K-1	Tells teacher when he/she does not understand what has been presented	T F N		
K-1	Asks caregivers, teachers, peers, etc. for assistance when needed	T F N		
K-1	Politely requests assistance in new settings	T F N		
2-4	Indicates personal needs for adaptation (i.e., asking teacher to verbalize chalkboard writing, preferences for learning materials and formats)	T F N		
2-4	Answers questions about being visually impaired in a polite manner	T F N		
2-4	Asks for academic materials/equipment to appropriately match personal needs	T F N		
2-4	Communicates eye fatigue and/or time limits during reading activities	T F N		
5-7	Explains personal visual restrictions and side effects (e.g., personal time limits for sustained reading)	T F N		
5-7	Participates in selecting braille to be made available in the school library	T F N		
5-7	Uses problem solving methods when equipment malfunctions	T F N		
5-7	Tells unique needs to unfamiliar adults/peers	T F N		
5-7	Communicates visual diagnosis in lay terms	T F N		

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Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Communicates limitations in specific sports (e.g., contact sports) due to etiology/doctor's recommendations	T F N		
5-7	Orders book titles independently from State Library/Recordings for the Blind	T F N		
5-7	Communicates need for creating/seeking an environment which has fewer auditory distractions	T F N		
5-7	Express preferences for learning materials and formats presented in a variety of environments (e.g., braille menu, adapted software)	T F N		
5-7	Independently selects from available adaptive materials relevant for learning situations	T F N		
8-10	Knows more than one agency that supplies adapted materials, and explains procedures for acquiring them	T F N		
8-10	Knows names of community agencies likely to address health and social needs (e.g., caseworker, RFB, WV Library Commission, eye doctor, technology provider)	T F N		
8-10	Locates own adapted textbooks	T F N		
8-10	Maintains list of sources and procedures for obtaining adapted books, magazines, newspapers	T F N		
8-10	Asks for clarification when seeking information	T F N		
8-10	Solicits information/assistance from appropriate persons in various settings	T F N		
8-10	Objectively evaluates self (e.g., strengths, weaknesses, interests) in relation to job opportunities	T F N		
8-10	Demonstrates, through role play, the difference between being assertive and being aggressive	T F N		
8-10	Demonstrates understanding of the registration process for the Library for the Blind and Physically Handicapped	T F N		

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Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
K-1	Names five occupations of community workers	T F N		
2-4	Identifies jobs held by persons with visual impairments	T F N		
2-4	Explains job (title and responsibilities) of five familiar adults (including parents)	T F N		
5-7	Participates in field trips to various agencies/ businesses for introduction and exposure to services each provide	T F N		
8-10	List at least five possibilities for future employment	T F N		
8-10	List job requirements for personal service people (e.g., beautician, doctor)	T F N		
8-10	Explores specific job interests using aptitude or interest inventories	T F N		
8-10	Role plays personal interviews (e.g., for jobs, plays, services, etc.)	T F N		
8-10	Demonstrates beginning skills as an interviewee	T F N		
8-10	Gives at least two job responsibilities of various job classifications (e.g., secretary, custodian, teacher, postal worker)	T F N		
8-10	Tells what various community services and businesses do (e.g., lawyers, social workers, child care workers)	T F N		
8-10	Communicates personal interests within the framework of possible job exploration	T F N		
8-10	List vocational skills and education needed for at least five jobs/professions	T F N		
11-12	Completes forms/applications correctly	T F N		
11-12	Writes at least one report on a job/worker in the community	T F N		

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Self-Advocacy

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Gives the name of own regional rehabilitation counselor from Commission for the Blind	T F N		
8-10	Personalizes own reading needs by securing a personal reader, including advertising, hiring, instructing, and guiding	T F N		
11-12	Reports on the public and private services available for the visually impaired (including Commission for the Blind, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, Medicaid and all Social Security Services programs)	T F N		
11-12	Articulates personal goals	T F N		
11-12	Plans for self-improvement activities to master independent living and social skills	T F N		
11-12	Schedules appointments and uses services of personal service people (e.g., doctors, dentists)	T F N		
11-12	Defines community services and businesses (e.g., lawyers, social workers, childcare workers)	T F N		
11-12	Reports relationship between personal eye pathology and actual vision functioning	T F N		
11-12	Is aware of personal progressive symptoms	T F N		
11-12	Reports on steps to be taken if visual problems arise	T F N		
11-12	Discusses applicable genetic tendencies	T F N		

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Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Plays age-appropriate games enjoyed by peers	T F N		
All	Tells what types of behaviors are socially acceptable in private versus public settings (e.g., no scratching, combing hair, picking at face, nose picking in public)	T F N		
All	Demonstrates age-appropriate behavior at social gatherings	T F N		
All	Respects personal space of others	T F N		
All	Uses appropriate manners (e.g., please, thank you)	T F N		
K-1	Initiates a conversation and/or activities with peers/adults	T F N		
K-1	Takes turns when playing with other children	T F N		
K-1	Shares a toy with others	T F N		
K-1	Uses cues from peers/adults/environment in order to interact with others	T F N		
K-1	Is alert to strangers and inappropriate requests	T F N		
K-1	Demonstrates a full range of emotions and response behaviors (e.g., giving a hug, shaking hands, smiling, frowning, and anger, etc.)	T F N		
K-1	Initiates contact with peers	T F N		
K-1	Listens without interrupting	T F N		
K-1	Realizes other children may see differently	T F N		
2-4	Asks for assistance from others if needed	T F N		
2-4	Uses advice or assistance of others	T F N		
2-4	Demonstrates resourceful problem solving	T F N		
2-4	Works/plays cooperatively with peers	T F N		

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Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Uses adaptations and modifications in toys and games to accommodate participation	T F N		
2-4	Offers to contribute and help within small groups	T F N		
2-4	Accesses telephone numbers of friends using personal directory	T F N		
2-4	Uses telephone for social purposes	T F N		
2-4	Plays simple games (e.g., board games, cards, dominoes)	T F N		
2-4	Participates in group and individual games that require movement in open space	T F N		
2-4	Knows physical similarities and differences of boys and girls	T F N		
2-4	Makes eye contact according to cultural norms	T F N		
2-4	Answers questions about being visually impaired	T F N		
2-4	Initiates conversations/activities with peers	T F N		
2-4	Initiates conversation/activities with adults	T F N		
2-4	Tries to reduce or eliminate stereotypic behaviors	T F N		
2-4	Faces person speaking	T F N		
2-4	Tells unique needs to unfamiliar adults in school setting with confidence (e.g., substitute teachers)	T F N		
2-4	Is cooperative in assisting others	T F N		
2-4	Demonstrates age-appropriate conversational skills	T F N		
5-7	Seeks out social contacts with sighted peers during and after school	T F N		
5-7	Arranges for transportation to social functions	T F N		

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Social Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Participates in after-school neighborhood or social activities (e.g., plays with others, group skating, dancing lessons, scouts or clubs)	T F N		
5-7	Uses correct telephone etiquette	T F N		
5-7	Politely requests assistance in new settings	T F N		
5-7	Shakes hands when greeting an adult	T F N		
5-7	Uses learned body and hand movements, such as head nods and minimal hand gestures	T F N		
5-7	Knows when to seek assistance	T F N		
5-7	Initiates conversation with new acquaintances	T F N		
5-7	Cooperates in team activities (e.g., sports and educational)	T F N		
5-7	Establishes appropriate eye contact, posture, head position, and control	T F N		
5-7	Participates in school activities (e.g., dances, clubs)	T F N		
8-10	Participates in extracurricular and community activities	T F N		
8-10	Appropriately solicits others' cooperation/assistance	T F N		
8-10	Puts others at ease concerning visual impairment	T F N		
8-10	Demonstrates appropriate skills required in a variety of social situations (e.g., dinner party, school activities, large gatherings)	T F N		
8-10	Demonstrates ability to be confident/assertive without being aggressive in communication	T F N		

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Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Demonstrates basic grade level map, chart, and graph reading skills	T F N		
All	Is prepared as activities begin	T F N		
All	Demonstrates methods and techniques for effectively organizing personal spaces	T F N		
All	Uses appropriate scanning techniques in primary reading medium	T F N		
K-1	Demonstrates ability to use the library on a level commensurate with peers	T F N		
K-1	Takes responsibility for independently storing and retrieving personal items when prompted (e.g., books, lunch, gym shoes, coat, etc.)	T F N		
K-1	Identifies a calendar and describes what it tells	T F N		
K-1	Keeps desk/personal areas organized	T F N		
K-1	Utilizes backpack	T F N		
K-1	Accesses recreational materials during unstructured time	T F N		
2-4	Develops methods needed to complete classroom assignments (e.g., assignment sheets)	T F N		
2-4	Gives care to academic materials, equipment and assistive devices in personal possession	T F N		
2-4	Labels or marks personal care items	T F N		
2-4	Demonstrates ability to use a watch/clock	T F N		
2-4	Utilizes tools to organize papers (e.g., stapler, paper clips)	T F N		
2-4	Accesses table of contents, index, glossary, page numbers, encyclopedia, dictionary	T F N		
2-4	Takes notes and accesses them	T F N		

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Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Identifies resources for adapted materials	T F N		
5-7	Keeps a schedule of activities for the day, week, and month	T F N		
5-7	Identifies key words, dates, definitions in textbooks, and in lectures	T F N		
5-7	Plans work schedule for studies and class projects	T F N		
5-7	Labels, organizes and maintains an organization for supplies and personal items	T F N		
5-7	Utilizes an organizational system for papers, such as notebook binder and pocket folders with indexing tabs	T F N		
5-7	Maintains personal address/phone directory	T F N		
5-7	Writes consistent signature	T F N		
5-7	Demonstrates the ability to give a speech using personally prepared notes (written in readback medium)	T F N		
8-10	Orders adapted resources	T F N		
8-10	Orders book titles independently from State Library/Recordings for the Blind	T F N		
8-10	Specifies materials needed within reasonable time (i.e., plans ahead)	T F N		
8-10	Receives and returns books, tapes and disks independently through the mail	T F N		
8-10	Obtains readers in the public school	T F N		
8-10	Completes long-term projects by analyzing tasks, organizing them, acquiring materials, and managing time	T F N		
8-10	Makes readback lists for organization and planning	T F N		

Study/Organization Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Utilizes keyboard for computer functions commensurate with educational setting	T F N		
K-1	Uses touch typing technique at wpm	T F N		
K-1	Produces assignments in a variety of formats utilizing computer	T F N		
K-1		T F N		
5-7		T F N		
5-7		T F N		
5-7		T F N		
8-10		T F N		
11-12		T F N		
5-7		T F N		
8-10		T F N		
8-10		T F N		
8-10		T F N		
8-10		T F N		
11-12		T F N		

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Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
All	Written output method(s) used:			
	(grades K-1)	T F N		
	(grades 2-4)	T F N		
	(grades 5-7)	T F N		
	(grades 8-10)	T F N		
	(grades 11-12)	T F N		
K-1	Write his/her own name and other important words	T F N		
K-1	Write each letter of the alphabet, both capital and lowercase	T F N		
K-1	Write messages that move left-to-right and top-to-bottom on the page	T F N		
K-1	Dictates messages such as news and stories for others to write	T F N		
K-1	Uses available technology to compose text	T F N		
K-1	Writes to record ideas and reflection	T F N		
K-1	Uses resources to find correct spellings, synonyms, and replacement words	T F N		
2-4	Write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain	T F N		
2-4	Gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size and spacing	T F N		
2-4	Use resources to find correct spellings, synonyms and replacement words	T F N		
2-4	Develop drafts	T F N		
2-4	Edit for appropriate grammar, spelling, punctuation, and features of polished writings	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
2-4	Use available technology for aspects of writing, including word processing, spell checking, and printing	T F N		
2-4	Take simple notes from relevant sources such as classroom guests, information books, and media sources	T F N		
2-4	Compile notes into outlines, reports, summaries, or other written efforts using available technology	T F N		
2-4	Use resources to find correct spellings and spell accurately in final drafts	T F N		
2-4	Proofread his/her own writing	T F N		
2-4	Write to influence (i.e., such as to persuade, argue, and request)	T F N		
4th	Write to inform (i.e., such as to explain, describe, report, and narrate)	T F N		
4th	Write to entertain (i.e., such as to compose humorous poems or short stories)	T F N		
4th	Capitalize and punctuate correctly	T F N		r
4th	Write in complete sentences, varying the types, such as compound and complex	T F N		
4th	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
4th	Use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
4th	Select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
4th	Write to influence (i.e., such as to persuade, argue, and request)	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
5-7	Write to inform (i.e., such as to explain, describe, report, and narrate)	T F N		
5-7	Write to entertain (i.e., such as to compose humorous poems or short stories)	T F N		
5-7	Capitalize and punctuate correctly, use resources to find correct spellings and spell accurately in final drafts	T F N		
5-7	Write in complete sentences, varying the types such as compound and complex	T F N		
5-7	Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text	T F N		
5-7	Use available technology to support aspects of creating, revising, editing, and publishing texts	T F N		
5-7	Proofread his/her own writing	T F N		
5-7	Select and use reference materials and resources as needed for writing, revising, and editing final drafts	T F N		
5-7	Correspond with peers or others via e-mail or conventional mail	T F N		
5-7	Take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches	T F N		
5-7	Write in complete sentences, varying the types such as compound and complex sentences	T F N		
5-7	Follow accepted formats for writing research, including documenting sources	T F N		
8-10	Organize and record new information in systematic ways such as notes, charts, and graphic organizers	T F N		
8-10	Produce research reports and projects in various formats and audiences	T F N		

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Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
8-10	Write in a variety of forms using effective word choice, structure, and sentence forms	T F N		
8-10	Use technology for aspects of creating, revising, editing, and publishing	T F N		
8-10	Produce error-free writing in the final draft			
8-10	Compile information from primary and secondary sources in systematic ways using available technology	T F N		
8-10	Write persuasively; write to report and describe; and write poems, plays, and stories	T F N		
8-10	Write in a variety of forms with an emphasis on persuasive forms such as logical argument, and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories	T F N		
10th	Proofread writing for appropriateness of organization, content, style, and conventions	T F N		
11-12	Use technology for aspects of creating, revising, editing, and publishing texts	T F N		
11-12	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses	T F N		
11-12	Compile information from primary and secondary sources in systematic ways using available technology	T F N		
11-12	Use writing as a study tool to clarify and remember information	T F N		
11-12	Compile written ideas and representations into reports summaries, or other formats and draw conclusions	T F N		

Other Skills

Grade Level	Performance Indicators	Status	Date	Comment
11-12	<p data-bbox="203 401 386 428">Note About Writing</p> <p data-bbox="203 438 672 957">Whereas Writing is not considered a compensatory skill for students with visual impairments, it is an area that often requires modifications and different strategies for learning. The Performance Indicators were gleaned from the Writing TEKS for the state of Texas, and are not all encompassing. The indicators selected for the SPI in writing may involve collaboration between the VI teacher and Language Arts teacher, as vision may be a factor in the acquisition of these skills. In other words, we are suggesting you have checkpoints through the year to make sure the student is teaming these skills. If (s)he is not, you and the Language Arts teacher will need to plan a way to make that happen (e.g., Content Mastery Modifications and/or Strategies for Vision; Resource Classroom.</p>	T F N		

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