The Expanded Core Curriculum (ECC)

Specialized Instruction for Students with Sensory Impairments

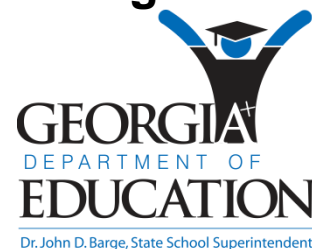**Kathy Segers - Program Specialist - Visual Impairments**
Frank Nesbit - Program Specialist - Deaf and Hard of Hearing
Spring Leadership Meeting
March 22, 2011
Athens, GA

Dr. John D. Barge, State School Superintendent

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What is the ECC-VI?

- "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 (valid and reliable). 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."

Iowa ECC Notebook, 2005

What is the ECC-VI?

- The ECC is not an additional or parallel curriculum but a skill set that research has shown is needed for students with a visual impairment to obtain positive adult outcomes.

How was the ECC-VI Developed?

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

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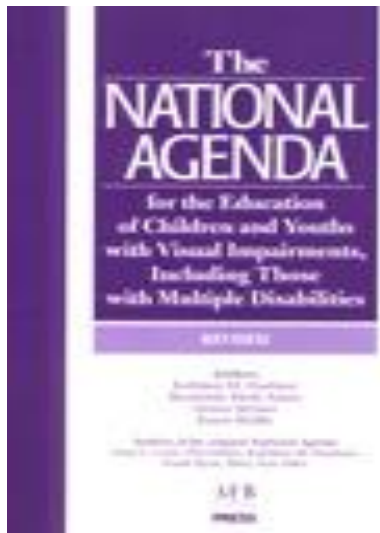
The National Agenda

- **Developed in 1994 – grassroots effort of professionals and parents to define the issues facing students with visual impairments**

- **Printed in 1995 by American Foundation for the Blind (AFB)**

- **Originally had 8 goals**

The National Agenda

The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities sets forth in clear and concise terms a vision and plan of action for the future of the education of children who are blind or visually impaired, as well as those who are visually impaired and have other disabilities. *The National Agenda* is comprised of the following ten goals:

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The National Agenda Goals-VI

Goal 1 – Students and their families will be referred to an appropriate education program within 30 days of identification of a suspected visual impairment. Teachers of students with visual impairments will provide appropriate quality services.

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National Agenda Goals-VI

Goal 2 – Policies and procedures will be implemented to ensure the right of all parents to full participation and equal partnership in the education process.

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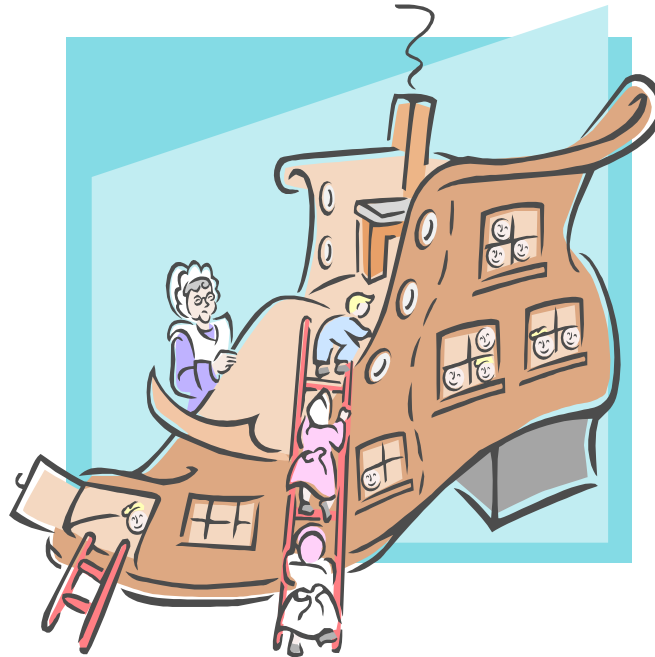
National Agenda Goals- VI

Goal 3 – Universities with a minimum of one full-time faculty member in the area of visual impairments will prepare a sufficient number of teachers and O&M specialists for students with visual impairments to meet personnel needs throughout the country.

National Agenda Goals-VI

Goal 4 – Caseloads will be determined based on the assessed needs of students.

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National Agenda Goals-VI

Goal 5 – Local education programs will ensure that all students have access to a full array of service delivery options.

Local Public
School
Consultative

(Everything in between)

Georgia Academy
for the Blind
Residential School

National Agenda Goals-VI

Goal 6 – All assessments and evaluations of students will be conducted by and /or in partnership with personnel having expertise in the education of students with visual impairments and their parents.

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National Agenda Goals-VI

Goal 7 – Access to developmental and educational services will include an assurance that instructional materials are available to students in the appropriate media and at the same time as their sighted peers.
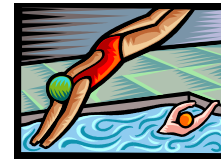
National Agenda Goals-VI

Goal 8 – All educational goals and instruction will address the academic and expanded core curricula based on the assessed needs of each student with visual impairments.

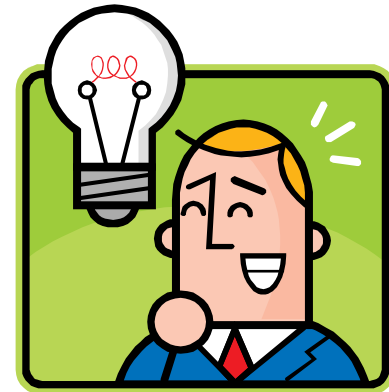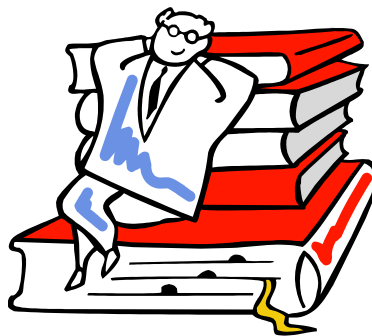Dr. John D. Barge, State School Superintendent

National Agenda Goals-VI

Goal 9 – Transition services will address developmental and educational needs (birth through high school) to assist students and their families, in setting goals and implementing strategies through the life continuum commensurate with the student's aptitudes, interests, and abilities.

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The National Agenda Goals-VI

Goal 10 – To improve student learning, service providers will engage in on-going local, state, and national professional development.

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The National Agenda-VI

- Endorsed by 124 Agencies and Organizations of and for persons with visual impairments

- Revised in 2004
  - Added two more goals

- The National Agenda defined the Expanded Core Curriculum

- Is aligned with the Georgia Strategic Goals and Special Education Indicators.

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National Agenda (D/HH)

- Developed in 2005 – Inspired by colleagues in the education of the blind and visually impaired

- 8 goals unique to D/HH concerns and parallel to State Performance Plan indicators

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EXPANDED CORE CURRICULUM
ACCROSS VI

- **A**ssistive Technology
- **C**areer Education
- **C**ompensatory Services
- **R**ecreation and Leisure
- **O**rientation and Mobility
- **S**ocial Skills
- **S**elf-Determination
- **V**isual (Sensory) Efficiency
- **I**ndependent Living Skills

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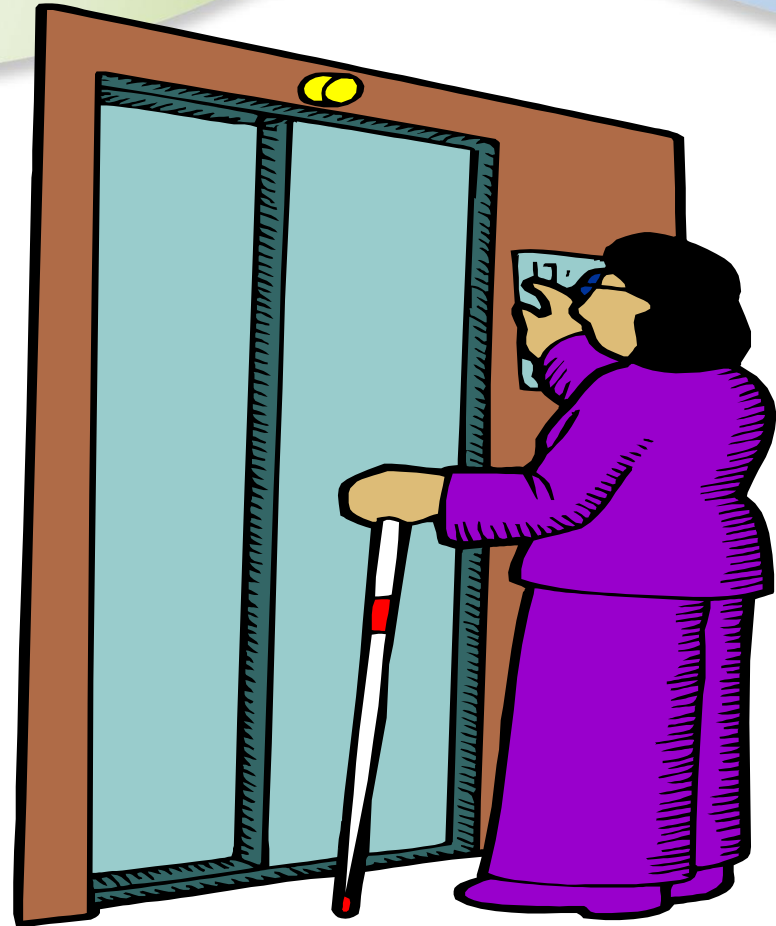
What is Specialized Instruction?

IDEA 2004 defines specialized instruction as:

Sec. 300.39(b)(3)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction--

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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ECC-VI
Specialized Instruction for Students with Visual Impairments

The Expanded Core Curriculum for the Visually Impaired is taught specifically to meet the unique needs to students with visual impairments so that they can access the Georgia Performance Standards.

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ECC-VI

Specialized Instruction for Students with Visual Impairments

- In general, Teachers of the Visually Impaired are specialist in the ECC-VI and are not highly qualified to teach the content areas.

    Exception: Teachers at the Georgia Academy for the Blind and some TVI's who serve students in resource rooms. These teachers must be HQ in content areas and teach the ECC-VI (A daunting task indeed).

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How do I Know What areas of the ECC-VI to teach to each student?

ASSESSMENT!!!

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Essential Assessments

- Learning Media Assessment

- Functional Vision Evaluation

- Expanded Core Curriculum Assessment

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ECC-VI Assessments

- All students with a visual impairments should be screened in all nine areas of the ECC-VI.

- A more in depth assessment should be performed in each of the areas of greatest need for that student.

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ECC-VI Assessment Results in the IEP

- The results of the ECC-VI assessment should be reported in the present level of performance.

- Each area of need (weakness) as determined by the ECC-VI assessment, should have a specific IEP goal addressing that need.

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ECC-VI in the IEP= Specialized Instruction

- These goals become the framework for delivering specialized instruction to your students based on their assessed unique needs that are specific to their area of disability.

How do I select ECC-VI Assessments for my students?

The Essential Assessments Rubric

file:///C:/Program%20Files/Essential%20Assessments/Essential%20Assessments%20Rubric/Essential%20Assessments%20Rubric.htm

- This rubric could be used by TVIs and COMS as a template for what areas to include in their assessments.

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ECC-VI Assessments

- The Assessment Kit- Volume 1 (TSVBI) has a good ECC-VI screening instrument. www.tsvbi.org

- The Infused Skills Assessment- Found in Smith, M & Levack, N. (1996) Teaching Students with Visual and Multiple Impairments: A Resource Guide,2nd Ed.,   Austin, TX: TSVBI.   PP. 498-517

- The Student Performance Indicators (SPI) – Download for free from:

   https://www.tsbvi.edu/instructional-resources/1879-assessment

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ECC- VI Assessments

- The Iowa ECC Resource Guide/Procedures Manual, & Progress Monitoring Guide.

  http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=576&Itemid=590

- The Evals Kit (TSBVI) www.tsvbi.org

- ABLS (Assessment of Braille Literacy Skills)
  http://www.region4store.com/Catalog.aspx?catid=347927&itmid=348557

ECC-VI Resources

- O&M evaluations should be performed only by Orientation and Mobility Specialist. The TAPS is included in the EVALS Kit.

- Assistive Technology evaluations should be performed by a technology teams that includes the TVI and other service providers who work with the student in their customary environment.

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ECC-VI Resources

- American Foundation for the Blind (AFB)

  www.afb.org/store/epublications

- Texas School for the Blind and Visually Impaired (TSVBI) https://www.tsbvi.edu/REC2Web/

- Iowa Department of Education

  http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=576&Itemid=590

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Deaf Education always has some exceptions

- **This category involves a unique language and culture**

- **Hearing vs. OVERhearing**

- **Incidental learning is not common**

- **Plan time for preteaching of vocabulary and reviewing academics**

What is the ECC-D/HH?

"..students who are deaf or hard of hearing have specialized needs not covered in the general education curriculum. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

It has been estimated that for persons without hearing loss, 80% of information learned is acquired incidentally. No effort is required. Any type of hearing loss interrupts this automatic path to gain information. This incidental information must be delivered directly to students who are deaf or hard of hearing.

What is the ECC-D/HH?

- Most teachers without specialized training related to hearing loss do not have the expertise to address the unique needs of students who are deaf or hard of hearing.

- Therefore, IFSP & IEP team collaboration with educational audiologists and teachers of students who are deaf or hard of hearing is necessary in addressing academic and social instruction and the assessment of these areas (Denzin & Luckner, 1998). In order to close this information gap, the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH) was developed

(Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing, August 2010 , p.2)

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Expanded Core Curriculum-D/HH

- Audiology

- Career Education

- Communication

- Family Education

- Functional Skills for Educational Success

- Self-Determination and Advocacy

- Social-Emotional Skills

- Technology

Implementation of ECC-D/HH

- Introduce ECC –D/HH to staff.

- Use the checklist to identify areas of need.

- Complete the Needs Assessments for the areas of identified need.

- Develop IEP goals/objectives based on identified needs.

ECC-DHH Resources

- Georgia DOE Website/DHH

  (http://gadoe.org/ci_exceptional.aspx?PageReq=CIEXCDeafHH)

Incorporation of the ECC into the IEP

- Vision Impaired IEP (See Handout)

  Mary Phagan-Kean- Douglas County Schools

- Deaf/Hard of Hearing IEP (See Handout)

  Dana Pass- Northeast Georgia RESA

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