**Expanded Core Curriculum (ECC): *A Team Approach***

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Please stand by for real time captions.

>> Reporter: [ Indiscernible - name ]

>> Everyone welcome to the learning webinar were going to get started right at the top of the hour but there are still number of you waiting to get in gone ahead and open. While you are waiting if you like you see chatterbox to say hello to each other out your name and the work that you do, we will get started right at the top of the hour. Thank you.

>> Everyone a Mac from Perkins e-learning, going to go ahead and get started you continue to introduce yourself in the chat window cause I was the familiar name and where everyone is calling from. Any type of work that you do. Thank you so much for doing it. Today is Wednesday, November 12, 2014, pleased to welcome you to today's presentation expanded core curriculum I team approach. Perkins e-learning webinars are protected throughout a monthly basis you may register to attend live as you are today and no fee or if you recorded or view recorded webinar that a limited schedule. The webinar series is just one of the offerings of our professional development program which include publication, newsletters, webcasts, online and in-person classes, self-paced and instructor led. You can see our entire listing on our website Perkins Perkins.eleraning@perkins.org. Today's presentation by Robbin Keating Clark will explore effective way to each other the power of the expanded core. You are in for a treat, those of you may have attended on-site presentation this past weekend with Robbin Keating Clark blood test that you will walk away feeling empowered. It's important that each of education team does the ECB during the day and Robin will begin with a fresh look at the curriculum area of you are new to the material you'll start on equal footing. We also think the professionals will the ECB potential in a new way when all is said and done. Before you started let me review a couple things about the environment, to keep noise level the control we happy to July question and answer space will be provided on the screen shortly and we encourage you to post your questions as they occur to you during the webinar, we will address them at the end. We're using the virtual for audio mixer your volume is on and turned off, the external speakers and personal headphones will give you the best audio. You do have individual control for your screen for both audio and video and part of this introduction is to give you time to make adjustments as you need them. This event will be recorded and available tomorrow on the Perkins website including a PDF version of the slides Robin will present today. I'm going to have Robbin to unfreeze your screen while I introduced her and we will turn her my God. Robbin Keating Clark served as the ECC creditworthy Utah school for deaf and blind, we really came to know her as the vision rehabilitation therapist in the children and the vision at [ Indiscernible ] in the executive camp director for capabilities Connecticut. A one-week developmental camp for children with visual impairment. Robin has worked as a teacher for children who are deaf, blind and early intervention therapy for children with vision impairment personally Robbin has been active in the vision impairment community center you working with her mother who had terminal vision loss. Robbin author of the blog for children with visual impairment and their families a different kind of vision.blogspot.com to duplicate her vision rehabilitation therapist graduatedegree at the University of Arkansas Little Rock. Welcome to Perkins welcome back I should say Robbin. Hold on we do not have them for you. Font type we have found on Robbin?

>> Enable your mic again Robin,

>> Let's get started everybody, a little disclaimer about myself, sometimes it's a little bit easier when I am in person because I can see that when I'm talking too fast I need to slow down and that they cannot see anyone faces I am just going to pace myself a little bit. The good thing to know is that everything were going to be talking about today is on the PowerPoint, that makes it a lot easier in case you are trying to take notes, trying to keep up, or anything else that may pop up. I stick to my PowerPoint so anything you will need you can reflect back to the PowerPoint. That is my little disclaimer in case five minutes then you are like, holy cow, it's really fast. Let's get started, as you heard a little bit from the other Robin, were going to go over some of the areas of clinical curriculum and never going to jump right to because we only have one hour and we want to make the most of it. When I reviewed the areas of the expanded core curriculum I want to go over more of the complete definition instead of what we may have heard of everything. I would like everybody to just put what you know about the Koran I for a moment and just what is our here something new that maybe you have not heard before. What is the expanded core curriculum that defendant core curriculum is the disability specific curriculum that is designed to address the unique needs of children with vision impairment. I know that might be common knowledge but it is important that we really pay attention to that week is the problem that I see is that that's professional we understand that if they disability specific curriculum over not getting the message out to our special teams, to our families, truly about the unique needs of our students and why they need the expanded core curriculum. They've been a core curriculum is a great idea, it's brilliant, but it's a great idea that has gotten stuck in a box of myth, obstacles, and problems. Were going to do a little group interaction and I want everybody to think about what are some of the myth that you know about the expanded core, misconceptions, Ron thought, what do people think about the expanded core when you try to tell them about it. See if anyone enters. That [ Indiscernible ] set the agenda, I had been told it's only for companies that need to do, is only taught by TBI are common entered may include skills that are really not that necessary, has anyone ever that is a functional curriculum, not important for academic kids. That is what I hear a lot. So now that we have discussed some of these common myths, oh, a time filler, that the worst. Not the following the core of General. Ashcroft general education. I look at here was coming from today it doesn't really matter what part of the United States to live in, everybody is hearing the same thing, it's great idea has really gotten a bad rap and know when knows what it is or why it really is that important for our students. This switchover and ask another question, what are the obstacles that you encounter when you are teaching the expanded time, time!, Anyone else feel that we correct not enough time. A little bit of agreement there, how can you create your 60+ caseload and teach everything all at one time? Other obstacles that I know all the largest barriers to find the base to really teach it. Not academic, it's narrowly academic kind of functional goal. The location to teach it, as we were talking about, anybody have a closet for a railroad and your big inbox or take some of the space, how can you teach that? Funding, that's another big one, getting kids together in groups, materials, does anybody feel like resources might be an obstacle? Not really knowing how to teach all nine area of the expanded core? Convincing administration that it is important, that is something we are specifically going to talk about today. Another big obstacle I find is that we do have time to teach it, there is two main areas that get the most attention, any ideas what the two main areas of the expanded core that gets the most attention might be? O and down, so that one right away, one more. Well, yes, well structured, yet it usually following up behind our assistive technology, parents are okay with teaching clinical curriculum when we bring them an iPad. Overworking on the technology. This anybody know the two areas of the expanded core that are the least talked? Talked? Talked self-determination. Recreation and leisure, very close, career at. Yes, her education and self-determination, if anyone has ever read a journal articles, Hatley, what, Blankenship find over and over rear ad and self-determination are some of the least areas taught. And I think, why. Self-determination how are we not teaching that. But do not worry, were going to get into that. Thank you for your answers we are going to get back to your slides. The first thing I really want to start with is it been my experience that teachers are not completely familiar with the nine areas of the expanded core, I see that a lot of teachers did know the abbreviated version of it so I wanted to take a quick few minutes and review the nine areas that comprise the extended core curriculum. I haven't hear a website link visits from family connect.org if you are not the huge thing for me family connect.org, you need to start. Family connect is on they have a special tab in education time for the expanded core and that is what were going to review today. For interest of time and which is working with the Internet I have taken what the font family connect and I put that in the slide. Would you look at it right now. I highlighted in orange, the parts that we usually do not teach what we think of each of these areas. The first area of competence compensatory academics, critical skills that students need to be successful in school, a lot of times people just think of braille, or print reading and writing as compensatory skills, but I want you to draw your attention to concept development, organizational skills, and speaking and listening. I hope you have a sheet of paper or something where you can type or take notes, because what I want you to be doing it started thinking about your caseloads, or start thinking about that special ed director who is uninformed about what is going on. As for going through this webinar I want you to be thinking about these critical areas and how we can make sure that we are explaining why these areas are critical for our kids. Concept development, organization skills, and organization skill are not just keeping your folders and backpack the kind of organization. Organization in my opinion also includes understanding the wares of things, where did that come from, how do these two linked together, how do they create a full concept development. Speaking and listening I know lots of traffic to work with this with our students, how to properly 20 people, but listen, listening and learning how to take out to meaningful information. I feel like that is a big area that we do not work on enough across the board, 08 O&M, TVI's, anywhere, are we teaching our kids to listen and to pick out meaningful information. That is a skill that they're going to need for the rest of their lives. The next one is the orientation and mobility, these are the skills to orient children who are visually impaired to the surrounding and travel skills to enable them to move independently and safely in the environment. These include giving guide, using standard and adaptive canes, recognizing cute and landmarks, moving through space by walking or using a wheelchair, and the last one I highlighted, requesting assistance. You are just really know how to appropriately ask for help? Motivated that I need help. Have they learned how to pick out what they need help with? So I have a rule my students may not asking for help unless they've gotten specific about what they need help with. They cannot just say I need help. What you need help with? And then I follow up with a question, what information do you already know, what do you need help with. It is a vital skill that I feel like we need to start teaching our students and this is not just for maybe the kids who need functional skills copies are for all of our students. The expanded core curriculum was not written for one type of students, it was written for all of our students now to check is learning how to adapt each area to our students need because children with multiple impairments behave very differently than our academic [ Indiscernible ] kids, they need a very different and are adding that check the rocket but nevertheless, each of these areas is critical. And requesting assistance, meaningful appropriate requesting assistance for students to maintain their dignity. Erase stigma of blindness, how can they make the best premature and asking their questions. I feel like were not teaching it. Social interaction, these are the skills needed to respond appropriately and participate actively in social situations I want to go back because I highlighted this, a lot of times within social skills would you teach them how to talk copy in a car etc., but pay attention, were not just here to teach our kids how to talk, were teaching them how to appropriately and to participate actively in the social situations. Again, what do they need when they need to shake hands, do they know that other people are shaking hands? Turning towards others with speaking or being spoken to, using language to make a request to decline assistant or express a need. I teach my students all the time that when someone comes up to help you and you do not need it to thank you, I will ask you when I need assistance. Not only were teaching social interaction skills but what else are we teaching? Anybody think of self-determination right now? That the presentation were going to look at ways that we can teach all of these areas especially self-determination so as were thinking about these things lithic about other areas that we can jump in and teach. Expressing emotion and infection corporately. That is very important for our kids who are both multiply impaired and are typically developing. Do they know how to initiate do they understand nonverbal body language, can they detect sarcasm, do they know when they are giving it, and precipitating appropriately in conversation and the various situations. Critical skills needed. Independent living skills. This is what everybody thinks I teach. Everybody thinks this is all I do teach kids how to cook and water) a huge misconception about the expanded core curriculum. Independent living skills are the skills that are needed to function as independently as possible in school and at home including personal grooming, time management, cooking, cleaning, clothing care, and money management. I wanted to go back to the highlighted part of this, function as independently as possible. It is at my school of thought that our kids do not need to learn how to do everything single thing by themselves because it's not realistic for a lot of our kids. But do they have the ability to make something happen? I have students that for whatever repair reasons cannot quit their own nails. It's a skill that they cannot you, or occupational therapists work with them for years on this. So why not teach our kids how to make an appointment at the salon. Had to go get their nails cut once a week. Haven't you ever thought about? By teaching that skill, what else are we teaching our kids? With other areas anybody thinking of social school? Self-determination, making a choice really want to go. What language they like their nails to be cut? How do I call and make an appointment. Which I don't right way everyone is thinking about, orientation and mobility skills, with the line "to me, bringing it back to other ear areas of independent living, money management, how much of the cost to get my nails cut, they put that into a budget, can I afford it we just talked several areas of the expanded core curriculum. When we were just talking about one thing. Recreation and leisure, these are skills to ensure student enjoyment of physical and leisure time activities these skills include making choices about how to spend it leisure time, making choices, and he smell a little determination? They also include actively participating in physical and social recreational activities, keyword, actively, not just being let along a situation. Try new leisure activities, following rules in games and activities at an appropriate level in maintaining safety during leisure activities. Recreation and leisure is critical, every one of you who are on the webinar and everybody that you know that the recreation and leisure. Does anybody cook because they think it is fun or baking? Does anybody enjoy reading, gardening, working out, laying again, any of these things, that's how we relax, that's how we enjoy life. Recreation and leisure is a critical part of our kids like it is not just sports. A lot of time with the programs and they say it's a wreck and leisure and it is playing sports. Not all of our kids love to play sports. What like to have multiple impairments, they act of all of our kids need area where they can choose something that they enjoyed that keeps them. Actively engaged in what they are participating in, not just sitting there listening to music for hours on end. So let me ask you a question, think about your students, what wreck and leisure, what are they really doing that they enjoy? That is fine that keeps an active. That they choose to do. Hopefully this does include a social component whether able to interact with other kids but even if they enjoy alone time can our students appropriately express that they just want a long time and know the appropriate timeline of having a longtime? A longtime? Sensory efficiency skills, the skill that help to reduce the census, including any functional vision, hearing, touch, smell, and taste. For example the center efficiency skills may include using optical aids, we've got the teacher kids that using a magnifier is not the worst thing that can happen, using augmentative and alternative communication modes or devices, are we using calendar box systems are we using different switches, are we teaching our kids to use appropriate gestures. Using touch and vision to identify personal. If there is one thing I come across in most classroom kids have multiple impairments this is the area that they are lacking. There is nothing there that help them identify what is theirs. So I always encourage all my teachers come up with an object, something tactual or visual is it appropriate that clearly identifies our student in the classroom. At the table, at the chair, their hook, their luncheon basket, anything, but what are we using to identify so they are. You think that the smell to know when you're in the cafeteria, are using it to know where there is cook is available or anything else technology, I think we need to spend a lot of time on this because if there's one area that find every teacher is most competent and its use of allergy these are skills you devices such as computers or other electronic equipment to make it easier to function effectively in school at home and in the workplace. The one thing I will highlight is as we are teaching technology and our students are becoming very efficient at using it in school as their starting to reset transition age are we talking to them about what kind of technology they might think they will need in the work was? Or in college? Are they thinking about that? Are they learning about how to receive visual information and to adapt it for their needs? Are we teaching them to be the one that compel people for example, you know what Mrs. [ Indiscernible - name ], I cannot see that on the board could you please email me my PowerPoint slides I can read, or going to send the information presented in a word or PDF because I cannot read a PDF on the screen reader. We teaching our students how to be the ones that set up their technology and music? One of the things I will say that I work with my typically developing teenagers with it when I get to high school their first two years working with their para, their parent is the one really helping with receiving the information, making it accessible, doing enlargement or what have you, but by junior year this is when I tell my parents, it is time to switch roles. And now it's time for the student to step up and to start making their own accommodation, their own modification with you supporting. Let's practice this all her junior year so that my senior year of high school our kids can be as independent as possible. Does anyone know why? Because there are no parent in college. Our kids need to know how to do all of these things when they go to college, when they go to the workplace, there are no [ Indiscernible ] at the job, not in a career axle is, highly teacher-student to know about what they need? Is not just helping them learn how to use it, what are we teaching them to a actively stated to people and do this information on their own. Career education, one of the least talked areas of the expanded core curriculum, these are skills that enable students were visually impaired to move towards working as an adult including, flooring in expressing preferences about work world. In order to express preferences about work rolled our kids need to be having work rolled. Do they have responsibility in the classroom? Do they have responsibility with you? Do they have responsibility at home? How can we teach them effectively about really having a career that they don't have any sense of responsibility. This can start as early as kindergarten and it can go all the way to 12th grade. A can include kids that with multiple impairments, their meaningful jobs and work experiences out there that we can be including our kids on here this goes right into assuming work possibilities at home and school when I do think it's in their home, I tell them that they need 20 minutes of expanded core work every day do you know what 20 minutes of a clinical work is? Chores. Our kids in need chores. I don't know why. Dedicate towards anymore but I do, and chores by the way does not mean unloading and loading the dishwasher. It means the real chores that rotates on a regular basis. The next part of understanding the concept of reward for work. Why is it satisfying, how is it awesome? We cannot always teach that experience to our students. But we can create opportunities with a can do something and work and understand that reward. Creating opportunities for this to happen yourself, where does it happen for my students? Where do they have opportunities for reward for work? And it does not have to be a work experience. Classroom jobs, responsibilities with the [ Indiscernible ], those are all work experiences. And then there is the official participation in job experiences. And making sure that when our kids go to the job site they are the ones that know their modifications. For your psychic images to Old Navy, I bring railroad that readers and print readers and when were there we look at what jobs could you really do. And now that you selected them, what modifications do you need to do, again, this is not me making the modifications, what do you need, is a realistic that you can read that protect? If it is, how so, did you use a magnifier, did you use your iPhone, how can you make it happen? Learning about jobs and adored& Work rolled a developmentally appropriate level, again, a lot of our students are at different levels but career at is for everyone ever going to talk later about examples of them were at opportunities we could do for both kids with multiple impairments and kids are typically [ Indiscernible ]. This leads us to our last one, my personal favorite, self-determination. These are the skills to enable students to become effective advocate for themselves based on their own needs and goals. Pride, as anyone felt proud of the minute they have done, proud of an accomplishment that you finish that you accomplished, that the self determination. Being active in your own life. That's a self-determination. How may times of our kids not in the driver seat and everybody else is making choices about their lives? This definitely includes kids with multiple impairments and it actually really kids glued to her typically developing as amazed as I do not even know their campsite because they don't make any choices about the clothing that they wear. Because somebody of making it. It is also just the opportunity to have a voice. To understand who you are and to make a choice based on what you want. How may times are we offering that to our students? We discover the nine areas of the expanded core curriculum were now going to spend the next half-hour totally immersed in strategy. If you have not had a sheet of paper can't get it out now, start with your mental Post-it notes because we just hit phase 2. The first thing I want you to know is the resources for teaching the expanded core. His research has repeatedly indicated that a major factor and expanded core instruction is a lack of teacher preparation for the expanded core. One of our major problems that are teachers don't know how to teach expanded core skills is not to them and to be honest TVI's are teach the world, except always bring everyone else so where can we find information, that's over getting started first. Is a screenshot here are all family connect and I note the small one but you can look later, if you look into the blue tablet education you'll see a complete section dedicated to the expanded core. The reason why I like family connect the much is a very reader friendly it is quick and dirty with effective strategies is easy for teachers to absorb and share it easy for parents to understand I just find it a great website and you can log on and become a member it is free. It is also available in Spanish. Other fantastic resources that have great pages on the expanded core curriculum are passed to literacy, had a great page of expanded core, the Tran14.org page [ Indiscernible ] and one of them that I am proud to share is my own, I write a blog for children with vision impairment which is not a blog about anything, it's entirely focused on the expanded core curriculum. I want to draw your attention to the pack to literacy.org page with the expanded core when you scroll down on that page they list several info article about aligning expanded core and core curriculum, how to integrate [ Indiscernible ] involvement is a lot of meaningful information on the path to literacy.org David core page. All right TVI's can't tell me if you have ever felt this before. I've explained the expanded core, every school year, and still there is no right and for general Ed teachers. How many of you find your calendar [ Indiscernible ] uses that are stored in classrooms for kids with multiple impairments? How many of you get pushed back from parent of coteach a functional curriculum, no, I want you to teach my kid academics only. There is major pushback anyone ever received pushback from special ed director who really don't understand what are we doing? Why are we not getting the buy-in? I feel very confident that several of our teachers are out there doing their best to share the expanded core curriculum but I feel like we've been going about this wrong and were not doing it smartest way possible. So what are we doing wrong with respect to the mix about the vinegar curriculum coddles misconception, about them, and take a moment and think, which of my special ed teams believe these misconceptions. Because that is what you need to start, need to get a sledgehammer out and start busting up these misconceptions. One of the biggest ones I find is that it is too easy to take vision impairment and just dump it into the big general disability. The first and foremost a thing of what I do when I work with special ed student as I make sure it really understand how unique vision impairment is. Because they don't understand this, they take all the other disabilities, autism, cognitive impairment, multiple impairment, health impairment, any of them and they lump them together and because strategy and the techniques and the classroom look the same it's kind of like a general strategies that help all of these students. But the problem is that vision impairment is a truly unique and is not the same, yes we do have strategies that look the same from other disabilities but you cannot use that because the concept development the having of the vision is a great impact to our kids is the number one thing I worked on right away, do you understand how unique this is your it's not like the other kids. My favorite teachers share, vision impairment is not a cognitive impairments. It is not, it may be coupled with a another disability, but vision impairment in itself is not a cognitive impairment. It's unique in how we understand its implications on the world. That is why we have a disability specific curriculum. These nine areas were selected because we knew that they needed to be systematically and sequentially talked to our children. Philip a cooking, how can we get started? Number one, put together a better handout with useful meaningful information about the expanded core curriculum put it in writing and give it to everyone. Parents special ed director Scott related services, were going to talk later about how important they are to teaching the expanded core. You as a TVI's you cannot teach all areas of the expanded core, you've got to map it out for everyone, originally I put together what I considered a good handout and a bad handout but then I got to thinking who knows what your situation may look like so I decided when I was looking through all these good handout to look at the information that was coming and that which talk about. What do you put on a good handout for teaching the expanded core? Put this, clear information for what it is, you can go to information sites such as family connect.org and use it right there gives great language, easy to understand, the next part is that the expanded core is a disability specific curriculum. I write that all the time, it's not a functional curriculum it is something written exclusively for children with vision impairment. The next one is out of 100 collaborate together with instruction, you can also clip art related services work really because on the next flight. I also like to put a special space that talks about the exclusive responsibility of the special ed director. It is vital that the special ed director understand that the expanded core is taught throughout the school day, not entirely by the TVI's instructor. So I give a quick and dirty boatlift and this is something I want you to think about specific of your students but how can a special ed director support you. Support the expanded core curriculum. And the last thing that I have Don which has been very effective for their specific responsibilities of the education team to teach the expanded core. A lot of times like it in and say okay can you think of each viscosity to therapy, were you can see Reagan teach this, General. Ed teacher, do you see where you can get in and teach this. This is what we want to include in the handout, we want to give you specific information, click a game plan for teaching the expanded core. Here is family connect and I want to highlight Kyla put a little red box around what I want you to know about, this is the clicking on the self-determination link of expanded core and what is great about this, you do not have to rewrite the consummate his are written it. Each of these areas of the nine areas say three things parents should know, which appeared to home, whatever fit professional do to help and the benefits of a parent, professional collaboration. The answers are right there, if you're not sure what to write confidential to say, go right there in music is quick and dirty information that will help you with facilitating better understanding of the core curriculum. Encourage the parents, we got to get their parents on board and I know how many of your laughing, because it is easier said than done, I know, but teaching the expanded core curriculum is not limited to teaching at school, our parents are teaching at school usually get it around age of 15 is only come to us and say all my goodness, you need to make my kid independence. You've treated them like a [ Indiscernible ] cluster to your Scottish and easy. No, we need to get a homework, we need to help them understand. Parents cannot teach everything at home, and I feel like sometimes only give out information about the expanded core and we said you need to do this at home, you need to visit home, parents could very overwhelmed. I cannot teach all this, you're the professional, let's ask our parents a different question, what can they teach at some? What can they do? Or, better yet, what can they support at home. Can they support our kids doing something, commit support our kids putting away their clothes, we don't need them to teach everything, but they can help with facilitating that empowerment to happen. So again, what their parents willing to work on it, and even provides a prescriptive. They will allow at least one thing to happen the next thing is a shared meaningful goals between parents and the child parents want their kids to learn how to clean up, washed clothes, do understand, how many kids go you know you're right mom, I have been dying to learn how to clean the kitchen located ever said that. So we need to come up with meaningful goals as noted by student and for the parent. When I stooped really wanted to learn how to tie his shoes, and is monitored by Kim Velcro forever and he's now a teenager, pretty well quickly develop a bomb that I wanted to doing anything about the Velcro, fine, when he went to middle school he realized that everybody else was time issues. And what did he really what to work on? Tying his shoes. And what did Bob do at home, she gave him opportunities, she will come of earlier, she facilitated more time to get him more time to work on tying his shoes. By the way the critical factor in this communication, then, that the self-determination, he wanted to learn how to tie his shoes food got to find a meaningful goals, motivating goals for our kids especially this did we develop a kid. One of the things I would love to the TDI view more at the beginning of fiscal year if you take time and layout who will be responsible for what. Can occupational therapy and physical therapy support independent living skills exclusively? Good speech therapy help facilitate social skill? A lot of times they are willing to and their goals are already in line with the expanded core the major area that they do not know that they are teaching the expanded core curriculum. So we need to make the skilled meaningful. Meaningful, meaningful, meaningful, are you sick of hearing me say this, our lessons, our experiences they are not meaningful than our kids will never understand that. Those keep working with strategies, again, I said before and I'm saying it again, stop giving the impression that both the core in the expanded core are taught in isolation, that is one of the biggest misconception I have discovered about the expanded core. The core curriculum English, science, social studies, are all taught in isolation, you go to English class, you go to math class, you do not go to social class, you don't go to recreation leisure class, then the core curriculum is not taught like the core curriculum. And if anyone has ever heard the talk about that before you hear it again. The expanded core gets a woven together one lesson can teach us several areas of the expanded core curriculum, the track is that we need teachers, related services, we need everyone to start seeing it that way. And I promise you, once you start seeing it that way you will realize how easy it truly is to teach the expanded core throughout the day. Again it is not to do something else that has to be taught, if there is time. You want to know that the parents? I don't care that your kid can do all of this amazing chemistry and has advanced placement chemistry, if your kid cannot make themselves between, wash their clothes and catch a bus, they are never going to leave your house. They will be with you forever because they don't have the skills to keep a job one of the major areas of credit were doing wrong of your teaching kids how to get a job or not teaching them how to keep a job. Do you not to keep a job? Utilize the areas of the expanded core curriculum, everything builds a seminary teacher teach you how to keep a job. Shockingly peaked at the same time? I have three examples are going to work on right now, the first one is the classroom example, and I just thought about this one as I was that some time in the classroom for children with multiple difficulties, this is needed to do a book report and so delicious copying things down it was not very meaningful because they were just doing a book report. The let me ask you, in this book report, lesson in English class how can we teach all of the areas of the expanded core curriculum? Think about that includes give multiple impairment all over to [ Indiscernible ], with a selectable that they want to reach? Yes, could I make a choice about the kind of book they want, we considered that determination, what about the part of sharing your likes and preferences about the book, what did you like about the book and sharing that with the group. Does anyone know a little self-determination? What did you like about this book, what would you do differently with the ending? Would you recommend this book to? Are we seeing other areas that could lead into some other places? Where do we get books from? To get them from the library, public bookshelf, that orientation and mobility? Could you make recommendations to other students about books based on your interests? Everybody makes book recommendations, you should read this book, what areas of the Centocor is that? How could he be how could it be correct occasion, what about going to library, who works at the library? A librarian. How many of our kids really love to read. If they do, could they have worked in the library? With a look of book review sites and find out that there is actually pop there who do book reviews, could they join a book club and be president of the book club? Are we seeing how a lot of these areas fall into the expanded core? What I like to do is write each area bit cynical out on a sheet of paper and called Duplessis at right next to them how they fall into play. Related services example, I am sure somebody up in one of why there is a picture of a vending machine on the fly. I would tell you why, how David kids have occupational therapy? And have you been spending a lot of time fishing out the little being out of their party. And they spend their entire lesson doing what? Trapped in therapy purgatory. Fishing though the means out of that their party and putting them in a container. How primitive more meaningful? How can we teach expanded core right now. How about the ODs that half of their time working on single finger isolation skills but then go to the vending machine and make a choice. A lot of times I hear the student does not want anything from the vending machine. What does it have to be what the student wants, why can somebody go get me a twit. It is meant to be for them, so go to the vending machine select something pay for it, what areas of the expanded core curriculum are we teaching by doing this but? Are we teaching orientation and mobility? Where the vending machine located? How do we know what we're getting closer to the vending machine [ NULL ] in your carriage, can you feel it, can you see the light? With electricity different, anyone the sensory efficiency skills? Making a choice about what they want, what I would want, there are notes within the machine robin also like Capcom what choice could I make? Is that self-determination? I would say so, a little problem solving, and then they have to work on getting their changeup, dishing it out using this skill to fish it in there. Is that independent living skills? How do you keep your stuff organized, where you keep your money. We could pretty much teach all areas of the expanded core curriculum, could we could well on the vending machine large print labels? At least with the numbers are? I think we can teach every area of expanded core and then the last one I want to talk about this extracurricular activities. How many of our kids are so involved that with extracurricular activities that there is no time to teach expanded core? Let's take a drama club, our kids join the drama club which is a great way to teach the expanded core curriculum. What areas of the ECC are we teaching but having her kids go to drama club about it. Within the learning their way around the stage, are we learning orientation and mobility? By learning where to stand composition furniture, are we learning anything about social and nonverbal body language? How to interact appropriate? How to change around what you are saying, how your thing is, are we learning about career ad by being part of the drama club? Yes, what job did you do in theater? Not everybody's going to be the main star, somebody has to pass up the program, could you be part of that? What are some new jobs out there? What other areas of expanded core could you teach Justin drama club? About that I'm not going to give you all the answers. What's great about the three examples is that the TVI's is not the only person teaching the expanded core. And the cluster is the general Ed teacher who now is understanding how easy it is to see it. And related services if the ODs, PT, speech therapist they're the ones that can help the expanded core. And extracurricular activities, it's a drama teacher but making sure that we as a vision staff are facilitating and highlighting these areas we can look at what their weekend, and what actual we can provide more opportunities to strengthen their weekend. And then stick with their strongest at and build on it. The expelled all the critical goals is that we are teaching mastery based on understanding that one scalpel Working on generalization of skill, that the master level is for kids, if they take a route to the PE room and at the same rate as it is to go to the cafeteria. We help them generalized skills? Yes, that is overlooking 42. To do. I want to spend a few moments and teaching the paraprofessional cognitive is one person is not receiving the most actions. Parody to understand, when you're a pair of a child with a vision impairment the picture critical factor. The paraprofessional should learn to come in and fade out as needed rather than over and from other students. Para of kids with vision impairment their job is to fade out that we need to make sure our special teams understand it because whether special ed teacher walked past our Para and there'd been in the back of the classroom doesn't look like the working? No, but when you look at the Para with multiple parent and developer him helping everything out and look like she is working. Why does that Para sitting all away in the back of doing nothing? Is because they do not understand what a Para role is for children very best vision impairment. There don't understand that. I'm not going to read this entire paragraph for you but there is a fantastic article called the professional working with to the vision impairment and it is available to detect the school for the blind and vision impaired. A really dramatic role of a paraprofessional for children with vision impairments, connected challenge every one of you to make a copy of this, highlight the important thing to commit that at IEP meeting said that general Ed teacher with them is not their job to teach our kids understand that it's apparent Para job to provide modifications and fade out, to fade out. I have an example here, a wide organization plans in the contract that I did between one of my students and their Para. If you look at it it says to you and is responsible for organizing. These are the things you need in this plan and now, it is very clear, this list of the student has to organize our his job, it's not Para job to do this. It is a very clear what he needs to do and if you look at page to the responsibility contract to give that list in detail. I challenge every one of you to have you do this with your Para to do this with the general Ed teacher, let's spell it out, what is our student response before and what does the other person responsible for. We will go this right now but I want you to be thinking what area of the expanded core curriculum are we teaching just by doing this contract? I that we can find almost everything 01, I promise you. I did a screenshot of my blog, the focus is on the expanded core curriculum for children with vision impairment, if you scroll down on the right side of the labels that say for the occupational therapist for the paraprofessional copper children with all abilities, multiple impairments got you can find each area there there are 10 articles, pictures, tutorials, I think that I continually find brilliant teacher about teaching the expanded core curriculum. That was it, I hope you got some quick and dirty facts about how you can start more effectively teaching the expanded core curriculum and the classroom at school cut in the community and at home. Thank you. We met thank you,

>> Thank you, some really great ideas I love that example the vending machine that makes me think about the blessing of the day and how you can find a way to put expanded core into there. We do have a couple minutes for questions and I invite any of you who have questions to go ahead and enter them into the Q and a box. At the beginning of your session Robin one of the participants Jennifer asked about his expanded core only meant for kids with vision impairment talking kids with other disabilities benefit from these ideas as well? To make it other disabilities can benefit this is actually written for kids with vision impairments, I don't know what kind of population Jennifer teaches that one of the things I do if I show special ed teachers and general Ed teachers how they can teach the expanded core and this is the true hook, I can teach them how they can teacher and using the ECC with their entire classroom at the same time. Quick example, private water bottle, I have a cup, most general Ed teachers just say, okay everyone, pick this up and poured in and do it. And it is a very visual, not a lot of information and the usual one, the one thing I tell my general Ed teachers, hey, this will benefit all of your students if you say everybody up the cup, I've got it in my left hand I'm holding the cup and I'm going to port and with my right hand, I went to pick up my comp and was reported to my right hand, then I'm going to document all my data, I am terrible with examples?, I hope you are seeing something important. The first time around I did what to do, the second time I was a very specific and I provided meaningful information, I picked up the, I picked up the other picture, and I put it together. I also repeated it 2 to 3 times, a human low vision or vision impairment is going out what to do is going to need that reteach, two times, how many other kids in the classroom would benefit from the net twice or three times. A lot of times I find my general Ed teachers start to go oh, everybody could benefit from that. That is the beauty of effectively teaching the expanded core, it benefits all the students is also its most efficient way of teaching our kids will become a student of concepts. We met right example,

>> Right example, of in the classroom hideout to bring the whole class together with one set of instructions. We have a couple minutes left I want to share with you some feedback, thank you very much, will share with our team for our district I love your example could be applied to all my students from younger with [ Indiscernible ] [ Indiscernible ] let me just, are going to ask a depressive state that participate and one more poll. You will receive a thank you note to from Perkins later today or tomorrow where we invite you to participate in a survey over also interested in hearing directly back from you on which of these the best indicate the usefulness of the material be presented today to your daily interaction with a child or student who is blind or visually impaired. Would you take a picture with highly and immediately useful, useful and I can that the material students practice. Which is it with informative but not sure how you do that, or maybe it was not useful for immediate need or maybe not relevant to your student practice. If you could give us that feedback were not displaying the results of the screen that will use information and you take the longer survey, one last question, which is how can a TVI's learn more about what is available for kids a career education specifically if you could do that and 20 seconds Robin.

>> One my favorite places is to look at [ Indiscernible ] has a career connect, there is some really useful topics and different things you can use to help you at least get the idea started, the second one is finding out what they want to do but more importantly what skills do they have to maintain it, lots of our kids want to be his finger but they cannot be a star, the weather job that they will still allow them to appreciate what they like. I branched out what they like, and what can they do from there and then I work on the problem-solving. Some of the guidelines is going to AFP career connect, a lot of the things they have there, you can look at the transition stuff on my blog.

>> Thank you everyone for joining us today are then began to Robbin Keating Clark from the Utah school I want to note that we do have a another life event tomorrow it's unusual for to do the back to that but tomorrow be talking about the functional curriculum you can find that information on our website. Let me sign off quickly, my name is Robin as you know and I'm behalf of [ Indiscernible ] and all the e-learning team I will see you next time. Thank you. Bye.

>> [ Event Concluded]

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