

CVI & The Expanded Core Curriculum: Early Childhood Specifics

Learning Objectives

- Explore how CVI relates to the Expanded Core Curriculum
- Recognize what Anchor Center has done to incorporate CVI and the ECC into programming
- Apply CVI and ECC interventions to teaching all students with multiple disabilities

Anchor Center for Blind Children

- Mission: Anchor Center teaches visually impaired infants, young children, and families, providing hope and a nurturing environment where children reach their highest potential
- Home visits, infants, toddlers, preschool, assessments
- Partner with Children's Eye Physicians



The Expanded Core Curriculum (ECC)

Why do our students need it?

- Students with visual impairments require the access to the core curriculum by way of the ECC. It provides them with knowledge and skills necessary to access the core curriculum due to their specific needs.
- Children learn incidentally by seeing and doing.
 - Children with visual impairments require experiences to help them learn.
- Young children with visual impairments can learn in environments that are set up to teach them according to their unique abilities and challenges.
 - Functional implications of how vision loss affects young children is the start of implementing the ECC at young ages.

CVI & The Expanded Core Curriculum: Early Childhood Specifics

"A sighted child will learn simply by observing and imitating the activities of those around him or her. Teaching basic independent living skills and concepts to a child with visual impairment [...] is a much greater challenge. It requires creativity, patience, and thoughtful adaptations by caregivers and parents" (Greeley and Doyle McCall, 2018). Page 12



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Perkins SCHOOL FOR THE BLIND
anchor center
for visual impairment

CVI and the ECC

- Young students who have CVI require creative ways to experience learning about the ECC.
- It takes intentionality and practice from adults to implement the components of the ECC when working with babies, toddlers, and preschoolers who have CVI and/or multiple disabilities.
- Key components to working with young children is establishing routines with every activity and understanding their communication. Caregivers/providers will then know the student understands what is happening in order to communicate.
- At Anchor Center, parents and caregivers are coached through teaching their children the beginning and end of each activity the student is involved with. To embed a multisensory approach to learning, hearing the repetition of a song indicating the end of an activity prepares students for routines later in life.

Independent Living Skills

- Infants – encourage babies who are *passive* to be *active* participants of activities through listening, touch, smelling etc. in natural environments
- Toddlers – What is motivating for the child? How can they be active participants in everyday activities?
- Preschoolers – providing students with opportunities to choose between options lets them become active participants. Start with two choices and allow the child time to process and respond.



Independent Living: Feeding and Eating

A precursor to eating is playing with and exploring eating utensils. Letting young children play with different types of spoons, baby toothbrushes, cups etc., gives them practice holding something and maybe putting it around their mouth.



Sensory Efficiency

The foundational level of sensory efficiency and sensory processing is to process and use available sensory information through residual vision and remaining intact senses.

Infants – let the baby be in control of the sensory environment, if possible

Toddlers – present sensory stimulus one at a time or in a less threatening way

Preschoolers – encourage exploration through multisensory approach



Compensatory Skills

Skills or alternative techniques needed to learn to perform tasks a sighted person can perform visually

Infants – Feet first exploration

Toddlers – tactile exploration in addition to vision/hearing/oral motor/vestibular etc.

Preschoolers – exposure to variety of textures to explore encourages multisensory approach to learning





Infants – being held close by caregiver which develops into interactions with other family members

Toddlers – recognizing people by the sound of their voice, interacting with musical instruments with peers

Preschoolers – recognizing peers, using assistive technology to interact with peers

Social Interaction

Modeling appropriate behaviors and providing opportunities to practice helps children develop early social relationships. Social skill development involves secure attachment and joint attention.



Self-Determination

A child's ability to understand who they are, what they want, and how to go about getting it. Development of becoming independent.

Infants – expose child to variety of things to explore and learn what sparks their interest

Toddlers – use motivating objects or activities to encourage self-determination

Preschoolers – consistently present students with options to choose from



Orientation and Mobility

Understanding their own body movements, where they are in relation to other things and people.

Infants – hearing about their own body parts and spatial concepts

Toddlers – exploring moving in different ways and with different motivation

Preschoolers – explore different ways to move, explore, and develop body awareness and spatial concepts



Recreation and Leisure

Exposure to a variety of recreation and leisure activities like music, movement games, manipulative toys, gardening, and play in nature.



Infants – learn what a baby enjoys playing and interacting with

Toddlers – exposure to variety of activities that can be done independently or with adult assistance helps develop awareness of different types of play

Preschoolers – encourage parallel and pretend play



Career Education

Organizational skills, understanding routines, work interests, hands-on experiences are necessary to allow children to learn to live as independently as possible.



Infants – developing routines and anticipating transitions

Toddlers – organizational skills (sequencing, matching) and social interactions with family members (taking turns, communicating wants and needs)

Preschool – exposure to different types of 'jobs,' following directions, asking for assistance, and understanding sequence of events

Assistive Technology

Playing on a tablet or using complex communication devices that provide avenues for learning, play, and communication.

Infants – Encourage exploration through playing with household objects (wooden spoons, keys, washcloths etc.)

Toddlers – introduction to apps on tablets to help with cause/effect understanding, use tactile/object cues, and simple switches

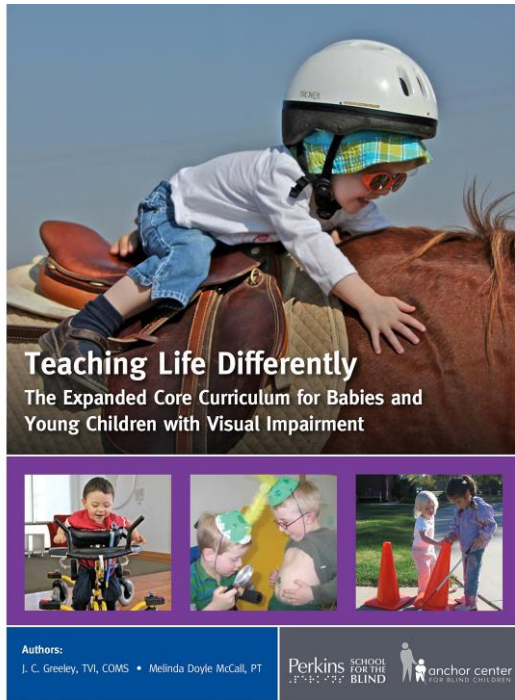
Preschoolers – use tablets for communication skills, listen to audiobooks, explore tactile books and magnifiers



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Resources



Include CVI Characteristics sheets?

Teaching Life Differently

References

- Greeley, J. C. and Doyle McCall, M. (2018). *Teaching Life Differently: The Expanded Core Curriculum for Babies and Young Children with Visual Impairments*. Perkins School for the Blind.