

ECC Webinar on October 18, 2017

Name	Question(s)	Response
Julie	<p>We really need information shared with EC directors so they can be on board and know that this is required. With so many students being served by contractors in NC, we frequently hear that we are just trying to pad our hours.</p>	<p>The sharing of information regarding the ECC is really a partnership between the EC Division and TVIs. While the Division works on finding ways to share general information to EC Directors about our low incidence population of students, TVIs have much to share as well. Ultimately, it's the TVIs who have the greatest opportunity to spread the word of the importance of implementing the ECC, because it begins with each IEP Team gaining access to the information shared throughout the meetings and across the lifespan of students. As educators we must remember that IEP teams make the decisions, and if the language and skills of the ECC are embedded throughout the IEP every year then greater awareness is won. Along with EC Directors gaining more information from within the Division, all TVIs working within the LEAs need to be well educated about the ECC and documenting skill acquisition within the IEP. The Summer Institute's presenter Robbin Clark addressed the need for TVIs each developing an "elevator speech" on the ECC and have speeches prepared for speaking to a student, parents, and administrators. It is certainly a joint effort. Because educational decisions should be data driven, using service delivery tools such as the VISSIT (http://www.tsbvi.edu/vissit), help to give the IEP team more objective conclusions about service delivery need within the ECC.</p>
Pamela	<p>1)how do you have time to address these skills with reg ed kids in HS? Scheduling is so tough!</p>	<p>1). Time and schedules are always more difficult for High School students. Some TVIs have addressed these skills before school and when the student arrives, during a working lunch periodically during elective classes, etc. Working with the school team is imperative to ensure these skills are addressed. If the ECC is widely addressed throughout the student's educational career, then planning for it can be and should routine by the time the student begins high school (http://www.tsbvi.edu/attachments/1879_spi.rtf). As educators we must be reminded that EC students can access the school system through age 21. If consistent data collection of ECC skill acquisition occurs through the educational years, there <i>could</i> be justification (and data to support the justification) of a student delaying graduation for an IEP Team to consider, should the student need more time to gain ECC skills while participating in academic classes. Resources to teach the ECC are also available through the Governor Morehead School for the Blind (GMS). GMS offers short-term programs throughout the school year and a 3 week ECC camp every summer. Accessing these opportunities come at no cost to the LEA. In addition, the Division of</p>

	<p>2)could these assessments also be part of the FVA? this is already covered by dec 2</p>	<p>Services for the Blind offer clinics and other programs for students. Students who are 14 years or older can access services. (https://www.ncdhhs.gov/divisions/dsb/district-offices). Since scheduling is tough, the delivery of ECC needs to be a Team Approach.</p> <p>2). The three main assessments for Visual Impairment include the FVA, LMA, and the ECC Assessment. In light of these needed assessments, the Essential Assessments Rubric was created (http://earubic.com/). While the functional vision assessment can include observations within ECC activities, an ECC Assessment is separate data collection from an FVA. However, it is common to collapse these three assessments into a single assessment called Essential Assessments. Permission to evaluate (DEC 2) would need to indicate each assessment separately. Within the FV/LMA binder from APH, there are ECC forms. Best practice would be to update and Expanded Core Curriculum Assessment at least once every 3 years in accordance with the child's 3-Reevaluation meeting. The time spent in-between can be seen as Progressing Monitoring using the various forms presented in the webinar.</p>
<p>Augusta Lynne</p>	<p>WE will be able to get a copy of the pp- as opposed to trying to note it all down?-</p>	<p>Yes, all of this information, including the PowerPoint, will be made available to everyone.</p>
<p>Camilla</p>	<p>Robbin needs to come back and do the inservice for the EC Directors.</p>	<p>During Robbin's presentation during the Summer Institute, one of the things she talked about was every TVI having an elevator speech to give about the ECC, and that the elevator speech be tailored to parents, students, and then one for Administrators. A great follow up activity to this webinar would be to collectively work on writing elevator speeches geared towards specific groups and then disseminating the drafted speeches statewide in order to build confidence in speaking about the ECC. Together we can educate others of the importance of ECC.</p>
<p>Debra</p>	<p>I agree that the earlier we include ECC in our conversation the greater the opportunity</p>	<p>There are different tools TVIs can use for progressing monitoring the ECC. EVALs is a commercially available product, that LEAs can purchase (http://www.tsbvi.edu/curriculum-a-publications/3/1030-evals-evaluating-visually-impaired-students). The Student Performance Indicators is also great to use and it's FREE (http://www.tsbvi.edu/attachments/1879_spi.rtf).</p>

	to keep it at the forefront.	
Tara	I like to include ECC into my FVA, do you recommend this?	While a student's use of functional vision throughout a variety of ECC activities can be addressed in and FVA, reporting on the full ECC (strengths and needs) need to be a separate assessment request during an IEP meeting. On the evaluation form under the heading: "other" the team would write "Expanded Core Curriculum Assessment." If all the assessments are requested (FVA, LMA, ECC) then a single report can be generated using the Essential Assessment rubric flow. (http://earubric.com/5-to-22-years/)
Mary	<p>1)How do you do that when you aren't with your kids during those naturally occurring times?</p> <p>2) I think one of the mistakes we make is that we get to some of these areas too late, when the kids are in high school, when we feel like we have taught all of the other "more important" things.</p> <p>3)Mary Yearwood: Can you email me the powerpoint, so I can</p>	<p>1)This is why implementing the ECC as a Team Approach and within routines is so important. Within a shared Google Drive folder on the ECC, there are files you can access from the Summer Institute which illustrates how the ECC can be incorporated into every day routines.</p> <p>2) Exactly !!! Great comment</p> <p>It is on line now ☺</p>

	read it later? I can't read this.	