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Total Life Learning
Saturday 10:15-11:45 AM

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Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
Total Life Learning: Preparing for Transition
A Curriculum for ALL Students with Sensory Impairments

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The Background.....

- Curriculum committee formed in 2009
- Grant monies awarded for the ’11-’12 school year
- Review of existing curriculum from other schools
- Pilot implemented May-July 2012
- Pilot feedback incorporated into final draft August 2012
- Completed peer review by non-Perkins staff – Fall 2012
- PUBLICATION!!! 2014

How can YOU use this curriculum?

- This curriculum is for students of ALL ages.
- Preparation for the future begins in the classroom.
- The curriculum includes
  - Goals
  - Objectives
  - Activities
- Teachers of younger students can apply these goals/objectives/activities.
- The curriculum can assist you in developing your IEPs – especially in the areas of Expanded Core Curriculum
Our Mission: to increase work opportunities for ALL

On campus/Community

- Chores
- Volunteering
- Paid work
- Interviews
- Job Fairs
- Hire job developer
- Hire/train job coaches

Figure 2 Student spraying and wiping gurney.

Who Needs a Total Life Learning Curriculum?

- ALL students
- Pre-school students
  - Elementary students
  - Middle school students
  - High school students
  - Academic students
  - Non-academic students

Figure 3 Young smiling woman with a bowl of tomatoes
Why is a Total Life Learning Curriculum Important?

Quality of Life Indicators

- Emotional well-being
- Satisfying interpersonal relationships
- Material well-being
- Personal development
- Physical well-being
- Self-determination
- Meaningful work
- Social inclusion
- Peer group with lasting friendships
- Rights

Begin with the end in mind... Steven Covey

![A young man in cap and gown at graduation](image)

Figure 4 A young man in cap and gown at graduation

What are the possibilities for the future?

- The **next school transition** (pre-school to elementary, middle school to high school, etc.)
- **Post-school transition** (adult work and residential placement, post-secondary education, etc.)

Table of Contents

- Overview/Philosophy
- Curriculum Goals, Objectives and Activities
- Curriculum Assessment Tool
- Resources/Supplementary Materials
- Bibliography
My students are in pre-school or elementary school – how does this apply?

- **Preparation** for the future begins when student starts school
- This curriculum develops and builds on the **foundation skills** necessary to achieve the highest quality of life
- Typical children learn many of these skills incidentally or are taught at home. These skills must be specifically taught to our students. (**Expanded Core Curriculum**)
- Academics are clearly important but **preparation for life is critical**

Curriculum Goals, Objectives and Activities

- Strand 1: Work Skills*
- Strand 2: Organizational Skills*
- Strand 3: Self-Advocacy Skills*
- Strand 4: Personal Care/Daily Living Skills and Personal Management on the Job*
- Strand 5: Employment
- Strand 6: Post-Secondary Education
* Appropriate for both younger students as well as older students

**Strand I: Work Skills**

**Figure 6** student using cleaning product to clean shelf in store

- Work Habits
- Communication
- Work Behaviors
- Physical Capacity
- Mobility/ Transportation

**Strand II: Organizational Skills**

**Figure 7** Young girl using a tray to organize materials including bucket and dirt
Strand III: Self-Advocacy Skills

- Interest, Abilities, and Preferences
- Legal Issues/ Age of Majority
- Individual Transition Planning
- Community Resources – knowledge of and accessing
- Self Preservation and Safety in the Community

Strand IV: Personal Care Skills

- Personal Care
- Compensation/ Money Skills

Managing Free Time

Figure 8 Young man at desk reading a to do list

Figure 9 student at table counting dollar bills

Figure 10 group at table during free time
Mentors Provide Invaluable:

- Advice
- Support
- Networking
- Friendship

Strand V: Employment
• Career Exploration and Decision-Making
• Job Search Skills
• Job Retention

Figure 15 young man putting boxes in a dumpster

Hobby vs. Realistic Employment options?

Figure 16 young man in music studio-mixing music

Strand VI: Post-Secondary Education

Explore:
• Training programs
• 2 year college programs (Specialized)
• 2 year traditional schools
• 4 year college programs

Collaboration=Best Practice
• Student + families
• Occupational Therapists
• Job Coaches
• TVI’s
• Speech Therapists
• Technology Instructors
• O+M instructors
• Classroom teachers etc.……….
Curriculum Guide: Goals, Objectives and Activities

Figure 17 young man in wheel chair reading using iPad.

Figure 18 sample curriculum guide goals, objectives, and activities

The Assessment Tool

Figure 19 sample assessment tool

Curriculum Assessment Tool

- Recommended that the assessment be conducted once a year at a minimum and twice a year if possible (Fall and Spring)
- Assessment findings should be used when writing the student’s progress reports and IEP (goals and objectives are written for you!)
- Students should be assessed in familiar and unfamiliar environments
Curriculum Assessment Tool

- At the end of each section of the assessment there is a summary box. You can use this box to summarize the student's:
  - Strengths
  - Areas of need
  - Priorities for instruction
  - Recommendations
- These summaries can be used for the IEPs and reevaluations

Resources

Figure 20 young student pushing cart of fruit

- Supplementary materials
- Adaptive materials
- Bibliography

Notes:
Texas School for the Blind & Visually Impaired Outreach Programs

Figure 21 TSBVI logo.

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Figure 22 IDEAs that Work logo and OSEP disclaimer.