2016 Texas Focus Conference
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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

Authors

Figure 1 Perkins logo

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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?
Figure 3 Young smiling woman with a bowl of tomatoes

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

**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

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

Figure 5 young student and teacher placing flowers in a vase.

- 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

Figure 8 Young man at desk reading a to do list

**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

Figure 9 student at table counting dollar bills

- Personal Care
- Compensation/ Money Skills

Managing Free Time

Figure 10 group at table during free time

Figure 11 Student in grocery story pushing grocery cart
Figure 12 student in exercise room on rowing machine

Mentors Provide Invaluable:

- Advice
- Support
- Networking
- Friendship

Figure 13 Mentor talking with young man
Strand V: Employment

Figure 14 young man working in a greenhouse with plants

- 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………

Figure 17 young man in wheel chair reading using iPad.

Curriculum Guide: Goals, Objectives and Activities

<table>
<thead>
<tr>
<th>I. Skills: Work Skills</th>
<th>Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work Habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Criteria</td>
<td>Objectives</td>
</tr>
<tr>
<td>Works for at least 15 minutes before needing a break.</td>
<td>Student maintains consistent attention to task for a 15 minute period.</td>
<td>Student participates in a task for at least 15 minutes before needing a break.</td>
</tr>
<tr>
<td>Works for an extended period of time before needing a break.</td>
<td>Student maintains consistent attention to task for two hours or more.</td>
<td>Student works for an extended period of time before needing a break.</td>
</tr>
<tr>
<td>Demonstrates the ability to end a task.</td>
<td>Student leaves a task unfinished if necessary.</td>
<td>Student demonstrates ending a work period with the task unfinished.</td>
</tr>
</tbody>
</table>

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.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 22 IDEAs that Work logo and OSEP disclaimer.