Learning That Travels: Bringing ECC From School to Home

Presented by Alma Lerma, M.Ed.

- Partnering Across School, Home, and Community for Student Success
- TSVI & O&M Collaborative Practices
- Generalizing ECC through intentional collaboration

A group of students walking on a sidewalk, one of them is using a white cane

Objectives

- Understand collaboration across school, home, and community
- Review real-world collaboration examples
- Apply three key considerations to strengthen collaborative practices

Discussion Partners

The person sitting next to you is your discussion partner.

Determine which one of you is partner A and who is B.

A woman wearing eyeglasses and a man with his hand on his chin as he is having a conversation as they are at a table working behind laptops.

A woman wearing eyeglasses and a suit jacket holding a phone, the person's face is animated using face filter animation.

Why Collaboration Matters

- ECC extends beyond the classroom
- Families are critical partners
- Collaboration builds independence and self-advocacy

Discussion Prompt

Where have you seen ECC skills break down at home or in the community because the team wasn’t connected? What are some possible reasons for disconnection?

Summer Break

School to Home Collaboration

- Environmental adaptations
- Daily living routines
- Orientation & Mobility practice
- Skill generalization

A cluttered desk with a computer and books, and pens.

A wooden playground with a slide in an outdoor play area with a sandbox and other outdoor activities.

A sign on a pole in a grassy area, that reads, "dog relief".

Daily Living Supports

- Appliance labeling
- Braille pantry
- Designated workspaces
- Increased participation in family routines

Fingers touching braille sticky on knob for an appliance.

A shelf with jars of spices, that includes braille labels on them.

A token board with a picture of a superhero on it, mounted on an All In One Board to hold learning materials in the home.

A finger presses a button on the microwave. The microwave has a braille on the control buttons and textured dot on the start button.

Discussion prompt: What is one home routine you could adapt to this month that would immediately increase student participation?

Summer Break

Safety & Independence

- Knife safety
- Protective gloves
- Safe food prep routines

While wearing clear and thin plastic gloves, a person is using a knife to slice jalapeños on a cutting board, next to a preheated oven.

A person peeling a carrot on a peeling board, wearing specialized hand gloves for protection.

O&M in the Home

- Backyard navigation
- Dog relief indicators
- Tactile home maps

Discussion Prompt: Think-pair-share: What environmental changes at home would make the biggest safety and independence impact for one of your students?

Summer Break

Money & Life Skills

- Folding money/Identification Apps
- Allowance routines
- Grocery store and label practice

Two people walking on a sidewalk.

A student picks up a can of green beans from the shelf with cans of food in a grocery store.

Early Childhood Collaboration

- Bus to door routes
- Clothing organization
- Transition routines

Orientation & Play

- A-frame at home
- Playground access
- Neighborhood routes

Case Study

- ECC routines
- Talking dice

- Increase participation with family in home routines

Discussion Prompt

In small groups, identify (1) the target ECC skills, (2) the family roles, and (3) the next routine step to build independence.

Summer 3 Break

A child in a wheelchair, traveling in an outdoor environment with support.

A young student sits in a supportive chair at a desk. The TSVI sits across and provides physical slight redirection with touch to the child's wrists and verbal prompts with reading braille learning material.

Expanding Participation

- washcloth routine
- Garment bag
- Independent laundry steps
- participation in making smoothies

A kitchen counter with a microwave and adaptive switch box with textured switch.

White washcloths in a light pink container.

Why It Matters

- Builds agency
- Supports self-advocacy
- Reduces frustration
- Why It Matters

School Age Example

Summer magnification device practice

Family collaboration

A child uses a magnification device to read a book.

Collaboration Works When

Connection = Collaboration

3 Key Family Considerations

- Communication
- Observe
- Support

Discussion prompt: Which of the three—Communication, Observe, Support—tends to be strongest in your practice, and which needs strengthening?

Summer Break

Communication

- Email, phone, text
- Scheduled meetings
- ECC guided discussions

Discussion prompt: What is your 'default' method of parent contact, and what would it look like to match the family's preferred method instead?

Summer Break

Observation

- Family perspective
- Professional lens
- Environment-specific adjustments

Discussion prompt: What do you learn in a home/community observation that you can't learn at school?

Support

- Shared partnership
- Ongoing collaboration

Connecting Service Providers

- Joint planning

- Lesson participation
- Anticipating adaptations

Discussion prompt: What's one concrete way to connect providers this week—shared notes, a 10-minute huddle, joining a lesson, or a quick video check-in?

Summer Break

Transition Collaboration

- Volunteers
- Pre-employment providers
- Sharing successes

A person with a white cane standing next to a pole, with a sign that reads "DFW Airport North Station". The stations' railroad tracks are in the background with the station cover.

A person with a white cane is standing at a product counter at a store.

Administrator Collaboration

- Communication
- Inform
- Support

Educational Code & State Guidance Supporting Home–School Collaboration

Where to Find the Educational Code

- Guidelines and Standards for Educating Students with Visual Impairments in Texas | Texas School for the Blind and Visually Impaired
- This document provides statewide guidance for implementing appropriate programs and services for students with visual impairments.
- It supports educational planning, service delivery, and collaboration with families.

Texas Education Code – Statewide Plan Requirements Texas Education Code, Chapter 30 (ED.30) Page 2, Section (6)(A) requires school districts to:

> "Provide for effective interaction between the classroom setting of the child who has a visual impairment, is deaf or hard of hearing, or is deaf-blind and the child's home environment, including providing for parental training and counseling either by school district staff or by representatives of other organizations directly involved in the development and implementation of the individualized education program (IEP)

for the child." [tcss.legis.texas.gov] Education Code Chapter 30. State and Regional Programs and Services