Texas Focus 2026
Standards in Action

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Title Slide (Slide 1)

Slide shows an image of the TSBVI logo
Standards in Action
Texas School for the Blind & Visually Impaired - Outreach Programs
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Texas Focus 2026

Today's Topics (Slide 2)

Slide shows an image of a student and a staff member pouring cinnamon into a bowl using hand under hand support.

- Defining Routines
- Skills Within Routines
- Translating the TEKS
- Exploring Examples
- Mapping a Routine

Let's Talk Routines (Slide 3)

Think - Think about your daily routines. (getting ready, going to work, cooking)
Pair - Pair up with one or more people next to you.
Share - Share about your daily routines and what happens if something interrupts them.

Routines Defined (Slide 4 and 5)

What are routines, and why are they important for our students?

- Routines provide meaning to actions and a structure for events.
- Routines build anticipation to continue or end an event.
- Routines build memory and concepts which act as foundations for other learning.

Why is using routines with young children beneficial to their learning?

- Routines provide predictability which builds competence.
- Routines provide anticipation which builds autonomy.
- Routines provide consistency which builds readiness.

Creating a Routine (Slide 6)

When creating routines, include the following characteristics:

- Clear beginning and ending steps
- Simple and predictable sequences
- Consistent people, actions, language, objects, locations, time
- Multiple opportunities for the child to respond
- Balanced turn-taking interactions
- Objects and actions to cue responses
- Opportunities to honor a spectrum of responses

Within a Routine (Slide 7)

During your routines, take the opportunity to:

- Include sensory play
- Embed learning and find teachable moments
- Explore items from the natural environment
- Encourage children to change positions
- Acknowledge the child's cues and allow them to take the lead

Caveman Cooking (Slide 8)

Slide shows an image taken as a screenshot of the video, Caveman Cooking. The image shows a hand pointing towards ingredients including a cake mix, oil, mint chocolate chips, and some eggs.
Think About: What skills are being practiced, AND how might they connect to the TEKS?

Skills Within Routines (Slide 9)

Slide shows a table with the following information:

- The Functional Activity - Snack Prep (Scooping yogurt)
- The TEKS Connection - Math: Volume, capacity, and one-to-one correspondence.
- The Why - Concrete tactile feedback is more meaningful than a picture of a cup.

- The Functional Activity - Classroom Travel
- The TEKS Connection - ELA: Following multi-step directions and spatial vocabulary.
- The Why - Movement anchors language in a way a worksheet cannot.

Translating the TEKS (Slide 10-15)

Slide shows clipart of a question mark to prompt audience engagement in the following topic.
Math K.2(C)
Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.
Slide shows an image of a student scooping soil into each hole in an egg carton, one by one.

Slide shows clipart of a question mark to prompt audience engagement in the following topic.
Science K.5(A)
Observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture.
Slide shows an image of a student laying on a mat, exploring gourds with his hands, and tapping them on his chin.

Slide shows clipart of a question mark to prompt audience engagement in the following topic.

ELAR 1.1(B)
Follow, restate, and give oral instructions that involve a short, related sequence of actions.
Slide shows an image of a student wearing headphones and reading a tactile symbol calendar.

Example 1 (Slide 16)

Slide shows an image of a worksheet with large letter “Aa” on it and several pictures of things that start with “Aa”.

- What is the purpose of this worksheet?
- What are the ways we could adapt this worksheet?
- What are the ways we could alter this activity to teach the overarching goal?
- What’s the routine?

Example 2 (Slide 17)

Slide shows an image of a math worksheet with a number next to a domino with only one side filled with dots. The other side of the domino is blank and needs to be filled in with the corresponding number of dots to equal the total number on the left.

- What is the purpose of this worksheet?
- What are the ways we could adapt this worksheet?
- What are the ways we could alter this activity to teach the overarching goal?
- What’s the routine?

Example 3 (Slide 18)

Slide shows an image of a worksheet asking students to match one emotion to the antonym of that emotion.

- What is the purpose of this worksheet?
- What are the ways we could adapt this worksheet?
- What are the ways we could alter this activity to teach the overarching goal?
- What’s the routine?

Example 4 (Slide 19)

ISlide shows an image of a worksheet asking students to label the parts of an animal cell using a word bank.

- What is the purpose of this worksheet?
- What are the ways we could adapt this worksheet?
- What are the ways we could alter this activity to teach the overarching goal?
- What’s the routine?

Mapping a Breakfast Routine (Slide 20 & 21)

Slide shows an image of a bowl of cereal with a glass of milk
Let’s Practice
Table Headings: The Functional Step, The Academic Concept, Sample TEKS Alignment

- Open the box/bag - Science: Force & Motion - Sci K.6(C): Observe and describe the location and movement of objects.
- Scooping Cereal - Math: Measurement - Math 1.7(D): Determine the number of non-standard containers required to fill a larger container.
- Requesting "more" or "milk" - ELA: Communication - ELA K.1(A): Listen actively and ask/answer questions to clarify information.

Writing the Goal (Slide 22)

In 36 instructional weeks, given a breakfast routine, a non-standard scoop, and a high-contrast workspace, the student will demonstrate foundational measurement skills by scooping cereal until the bowl is full, counting the total number of non-standard scoops required to fill the container in 4 out of 5 opportunities.

Mapping a Science Routine (Slide 23 & 24)

Slide shows an image of a child's hands inside a container of various types of pasta. There are measuring cups and cookie cutters in the bowl as well.

Let's Practice

Table Headings: The Functional Step, The Academic Concept, Sample TEKS Alignment

- Retrieve the Materials - ELA: Sequence - ELA 1.1(B): Following oral instructions involving a short, related sequence of actions.
- Explore the Objects - Science: Sorting & Classifying - Sci K.5(A): Observe and record properties of objects including size, mass, shape, and texture.
- Clean up the Materials - Social Studies: Geography - SS 1.4(B): Describe the location of self and objects relative to other locations.

Writing the Goal (Slide 25)

In 36 instructional weeks, given a sensory-rich nature box and hand-under-hand guidance as needed, the student will demonstrate scientific inquiry skills by tactilely exploring three distinct natural artifacts and identifying/sorting at least one physical property (e.g., rough/smooth, heavy/light) for each object across 4 out of 5 opportunities.

Mapping a Calendar Routine (Slide 26 & 27)

Slide shows an image of a student's hands exploring a tactile symbol calendar.

Let's Practice

Table Headings: The Functional Step, The Academic Concept, Sample TEKS Alignment

- Reading the Calendar - ELA: Reading - ELA 1.2(F): Demonstrate print awareness by identifying that sentences are read from top to bottom and left to right.
- Removing the "now" Symbol - Math: Data Analysis - Math 1.8(A): Collect, sort, and organize data into two or three categories.
- Using the Object - Social Studies: Time Concepts - SS 1.3(A): Distinguish among past, present, and future. Create a calendar and simple timeline.

Writing the Goal (Slide 28)

In 36 instructional weeks, given a calendar system with tangible symbols and hand-under-hand support, the student will read for different purposes by moving from left to right across the calendar in 4 out of 5 opportunities.

Shifting our Lens (Slide 29)

Mapping a functional routine or multisensory activity is not about adding more to your plate. It's about identifying what's already there to work with!

- You are already doing incredible, functional work every single day.
- You don't need a new curriculum. You just need a new lens.

Questions or A-Ha Moments? (Slide)

Slide shows a clipart of a girl with brown hair and a blazer on. She's pointing upward, and there's a light bulb drawn next to her head.

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