

# CLUBS, CLUBS & MORE CLUBS

ONE QUEENSLAND SCHOOL'S SOLUTION  
FOR IMPLEMENTING THE EXPANDED CORE  
CURRICULUM IN MAINSTREAM EDUCATION



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# Session Aims:

- Provide an overview of the Expanded Core Curriculum
- Discuss the importance of the Expanded Core Curriculum for students with vision impairment
- Provide examples of how we implement the Expanded Core Curriculum in mainstream education

# WHAT IS THE EXPANDED CORE CURRICULUM ?

- The skills and knowledge 'needed by students with visual impairments because of their unique disability specific needs' (Hatlen, 1996)
- These skills and knowledge are referred to as the Expanded Core Curriculum or ECC
- Categorised under nine areas



# THESE 9 AREAS ARE:

1. **COMPENSATORY AND FUNCTIONAL ACADEMIC SKILLS**
2. **ORIENTATION AND MOBILITY**
3. **SOCIAL INTERACTION SKILLS**
4. **INDEPENDENT LIVING SKILLS**
5. **RECREATION AND LEISURE SKILLS**
6. **CAREER EDUCATION**
7. **USE OF ASSISTIVE TECHNOLOGY**
8. **SENSORY EFFICIENCY SKILLS**
9. **SELF DETERMINATION SKILLS**



# COMPENSATORY & FUNCTIONAL ACADEMIC SKILLS

Are those skills which allow the student to access and complete the necessary core curriculum subjects and to function and interact in all areas of life similar to their peers with full vision (Hatlen, 1996).

## These skills include:

- Braille reading and writing
- Concept development
- Study skills
- Use of adapted materials
- Organisational skills of personal belongings and school materials



# ORIENTATION & MOBILITY

Learning focuses on students using and developing alternative skills, techniques and methods for safe and independent travel purposes (Lighthouse International, 2008).



## **These skills include:**

- \* Concept development
  - Body concepts
  - Spatial concepts
  - Environmental concepts
- \* Use of the cane







# SOCIAL INTERACTION SKILLS

Effective social skills are essential for individuals to successfully integrate into society, develop social relationships and become employed

(Sacks, Kekelis and Gaylord-Ross, 1992)

## **These skills can include:**

- Appropriate conversational skills and techniques
  - holding your head up; using gestures appropriately, looking at others when spoken to or when speaking to someone;
  - following a conversation, listening, turn taking, answering questions and responding appropriately;
  - engaging appropriately in certain situations such as an interview; asking for directions or when speaking on the telephone
- Interacting with others and initiating interactions
- Engaging in age appropriate games, play and conversations

# INDEPENDENT LIVING SKILLS

Are those tasks, skills and functions individuals carry out which enable them to lead independent lives.

**These skills can include:**

- personal hygiene
- grooming
- food preparation
- home management skills





# RECREATION & LEISURE SKILLS

Relates to activities which individuals can enjoy and participate in during their free time. The benefits can have a positive impact on a person's physical, intellectual, emotional and social development.

## **Skills can include participating in :**

- School sport, social and recreational activities
- Community social events
- Using parks and playgrounds
- Art and craft activities or other hobbies
- Self selected leisure activities alone or with others
- Electronic and interactive games
- Fitness programs



# CAREER EDUCATION

Assists in developing and preparing students for adult life  
(AFB, 2008; Nagel & Lewis, 2008)

## **These skills can include:**

- Career awareness
- Organisational skills
- Responsibility
- Independent travel
- Interview and job skills
- Exploration of further study



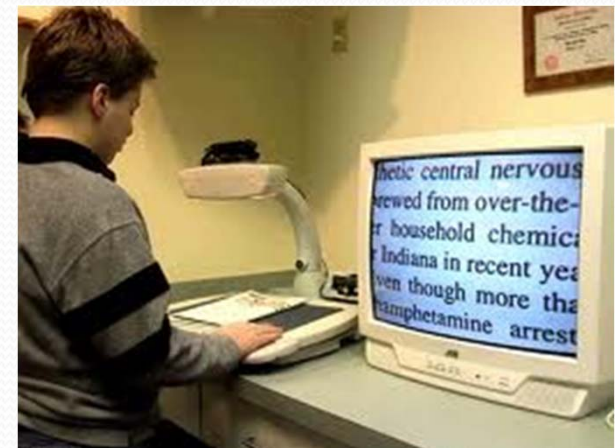


# USE OF ASSISTIVE TECHNOLOGY

Enables the student with vision impairment to communicate, learn and access information in addition to being successful in educational, employable and personal pursuits (Amerson, 2007).

## **Skills can include:**

- The teaching and use of auditory equipment
- The use of the Keyboard and computer
- Touch typing
- Producing assignments
- Communicating by email
- Accessing the worldwide web



# SENSORY EFFICIENCY SKILLS

Refers to a student utilising what remaining vision they have and to draw on their other senses to gather information effectively and efficiently (AFB, 2008)

## **These skills can include:**

- The use of non-optical and optical low vision aids
- Use of the WESSST (Weight, Edge, Size, Shape, Sound, Texture & Temperature) technique (Brannock & Golding, 2000).
- Use of the NBC (Near By Consideration) (Brannock & Golding, 2000).





# SELF-DETERMINATION SKILLS

Refers to the knowledge, skills, abilities and attitudes which enable students to become effective advocates for themselves, based on their own needs and goals (AFB, 2008; Scholl, 1986)

## **These skills can include:**

- Accepting and declining help
- Understanding your limitations
- Setting goals
- Problem solving
- Decision making
- Self advocacy skills

(Nagel & Lewis, 2008)



# THE PURPOSE OF THE ECC

Is to provide the necessary skills and education for students to become independent individuals able to successfully engage within society

(Goodman and Wittenstein, 2003)





# **THE PROBLEM.....**

How do we implement the  
Expanded Core Curriculum (ECC)  
within mainstream education?

**AND**

Where do we find the time in our  
students' already busy timetable??

## STUDENT 1 – TERM 4 TIMETABLE

SESSION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 <sup>ST</sup> SESSION	BRAILLE READING	GROUP PHYSIO SESSION	1 hour 15 minutes	MUSIC	BRAILLE READING & SPELLING TEST
	RELIGION				
	SPEECH THERAPY	1 hour 15 minutes	LOTE	ORIENTATION & MOBILITY	1 hour 15 minutes
	SOCIAL SKILLS & CONVERSATION PROGRAM				
1 <sup>ST</sup> BREAK					
2 <sup>ND</sup> SESSION	LOTE	1 hour 30 minutes	1 hour 30 minutes	OCCUPATIONAL THERAPY	1 hour 30 minutes
	BRAILLE WRITING			1 hour	
2 <sup>ND</sup> BREAK					
3 <sup>RD</sup> SESSION	IN CLASS SUPPORT SCIENCE / SOSE / ARTS	IN CLASS SUPPORT SCIENCE / SOSE	HIGH SCHOOL TRANSITION PROGRAM	IN CLASS SUPPORT SCIENCE / SOSE / ARTS	INDIVIDUAL GOALS NAME WRITING SHOELACE TYING
	KEYBOARD LESSON		SENIOR CHOIR	ASSEMBLY	KEYBOARD LESSON



## STUDENT 2 – TERM 4 TIMETABLE


SESSION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 <sup>ST</sup> SESSION		GROUP PHYSIO SESSION	LOTE	MUSIC	
1 <sup>ST</sup> BREAK					
2 <sup>ND</sup> SESSION	GROUP PHYSIO SESSION	ORIENTATION & MOBILITY			
2 <sup>ND</sup> BREAK					
3 <sup>RD</sup> SESSION	LOTE		HIGH SCHOOL TRANSITION PROGRAM	OCCUPATIONAL THERAPY	INDIVIDUAL GOALS NAME WRITING
			SENIOR CHOIR	ASSEMBLY	KEYBOARDING LESSON



**OUR SOLUTION....**

**CLUBS, CLUBS AND  
MORE CLUBS**



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- At present, we have eight clubs and programs running during the week and this is just for our students with vision impairment, we do have other clubs running for other groups.
  - From observations taken of our students we were able to determine the needs of our students and the skills we needed to teach and concentrate on. As we see a need in our student we ask ourselves are there any other students experiencing the same thing and how can we cater for this need. For instance, one underlying element that we all felt our students needed was social and conversational skills which is incorporated into all of our clubs.
  - So what clubs did we choose and which areas of the Expanded Core Curriculum have we addressed?

# GIRLS' CLUB

## FOCUS IS ON:

- INDEPENDENT LIVING SKILLS
- SOCIAL INTERACTION SKILLS
- RECREATION AND LEISURE SKILLS





# GIRLS' CLUB ACTIVITIES

- ❖ ½ hour session once a week
- ❖ Social Interaction / conversational skills
- ❖ Body stance
- ❖ Music girls of similar age listen to
- ❖ Movies and Television shows girls of similar age watch
- ❖ Age appropriate books, toys and activities
- ❖ Jewellery making
- ❖ Introduction to make up, perfume
- ❖ Practice of hair brushing and putting hair up in different styles
- ❖ Personal Hygiene – hair washing, puberty discussions (visit from Family Planning Queensland - FPQ)

# HAIR BRUSHING & HAIRSTYLES

- Exploration of brushes, combs, clips and hair ties
- Practice on mannequins
- Practice on own hair
- Introduce new hairstyles – ponytails (low and high), pigtails, plaits
- Discussions on how to wash hair and techniques in independently identifying shampoo and conditioner bottles in the shower.





# SING STAR

- Introduced girls to an activity or game many of their peers participate in
- Introduced girls to a range of age appropriate music both past and present
- An excellent recreational activity





# ART & CRAFT ACTIVITIES



- **Activities**

- Jewellery Making
- Christmas craft – wreaths, cards
- Cooking
- Beaded picture frames

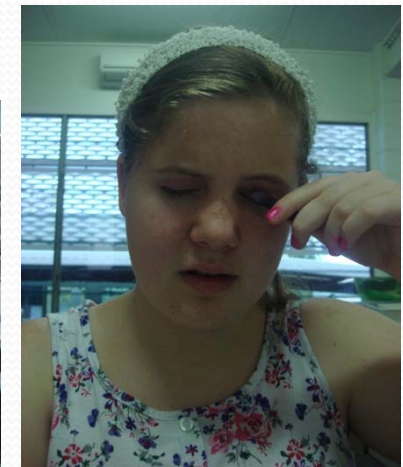
- **Benefits**

- Enhances fine motor skills
- Girls are introduced to activities peers their own age participate in
- For some girls it has developed their patience and self determination to complete a task they may have found challenging



# MAKE UP & PERFUME

- Girls were participating in similar activities as their peers
- Visits to the local chemist introduced the girls to the vast array of perfumes they can choose from
- Discussions on when and where to apply perfume
- Discussions regarding health and hygiene both formally (FPQ) and informally
- Experimentations with different types of make-up eg. Eye shadows, lipsticks and nail polishes





# RECREATIONAL & LEISURE ACTIVITIES



- Ten Pin bowling
- Visits to the coffee shop
- Girlie Magazines
- Fitness Programs
- Shopping
- Activities organised by Vision Australia
- Sing Star on the Wii
- Talking



# GIRLS' INDEPENDENT LIVING CAMP

- Girls decide as a group on the weekend's menu, keeping in mind they have to prepare their own food
- As a group we go shopping for the food and discuss things such as specials, cheaper home brand options, ease of packaging etc.
- Girls have to pack groceries away
- Make their own meals and beds
- These camps assist in developing the girls' independent living skills making simple breakfasts, lunches and dinners.
- These camps also allow the girls to practice some of the skills needed for school camps.
- The activities the girls participate in at girls' camp are things they should be doing independently at home





# GIRLS' INDEPENDENT LIVING CAMP

- Independent living skills are enhanced
- Assistive equipment is introduced and mastered for example the talking measuring jug, liquid identifier and microwave



# BOYS' CLUB

## FOCUS IS ON:

- INDEPENDENT LIVING SKILLS
- SOCIAL INTERACTION SKILLS
- RECREATION AND LEISURE SKILLS



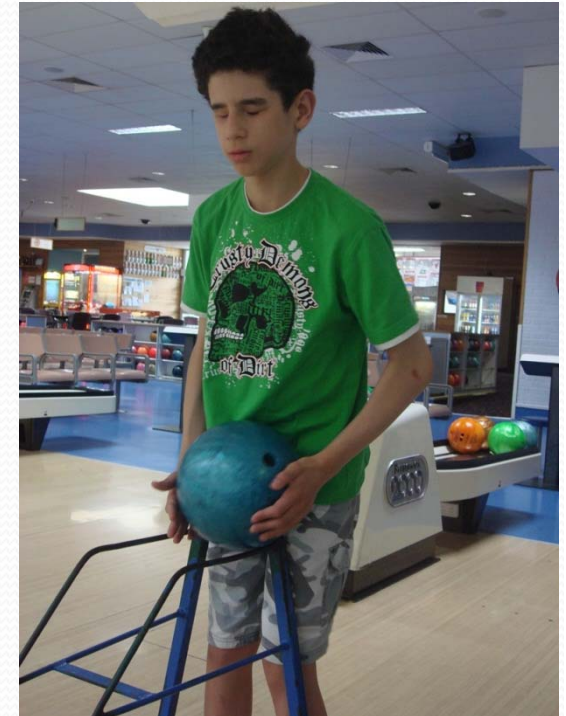


# BOYS' CLUB ACTIVITIES

- ❖ ½ hour session once a week
- ❖ Social Interaction / conversational skills
- ❖ Discussions and teaching of body positioning
- ❖ Construction play eg. building with Lego
- ❖ Boxing
- ❖ Practice of hair brushing
- ❖ Activities to promote fine motor skills, left and right discrimination, object matching
- ❖ Independent living skills eg. Hanging towels, washing and drying dishes, tying shoelaces
- ❖ Personal Hygiene – hair washing, puberty discussions (visit from FPQ - Family Planning Queensland)

# RECREATIONAL AND LEISURE SKILLS

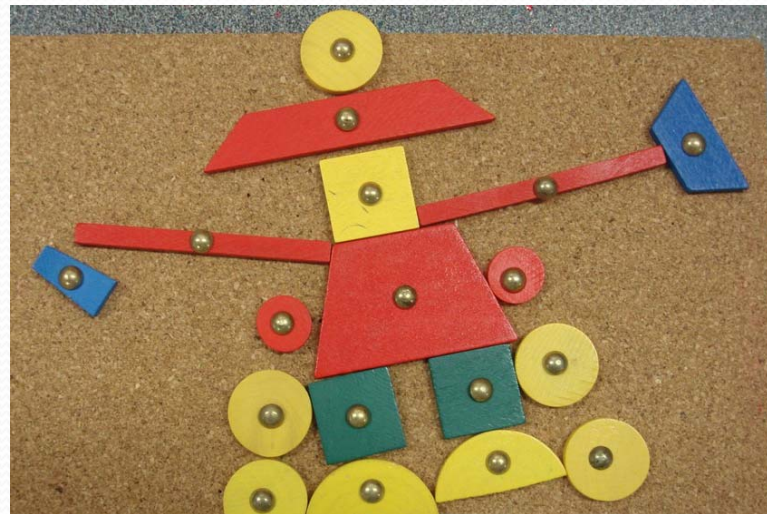
- Boxing
- Ten Pin Bowling
- Ball Games
- Swish





# CONSTRUCTION PLAY

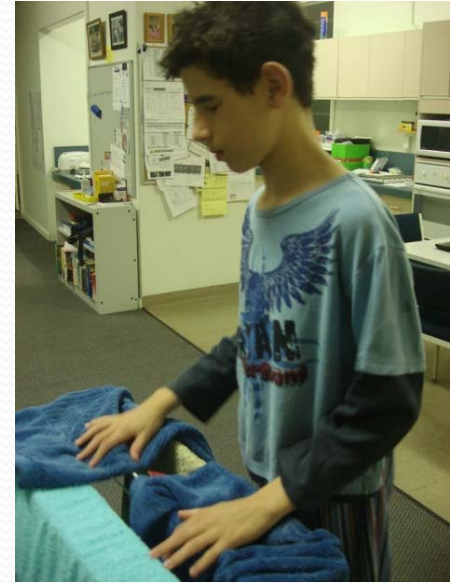
- Puzzles
- Building with lego / duplo
- Positional Boards





# BOYS' INDEPENDENT LIVING CAMP

- Boys decide as a group on the weekend's menu, keeping in mind they have to prepare their own food
- As a group we go shopping for the food and discuss things such as specials, cheaper home brand options, ease of packaging etc.
- Boys have to pack groceries away in the appropriate places
- Make their own meals and beds





# BOYS' INDEPENDENT LIVING CAMP



- Assist in developing the boys' independent living skills making breakfasts, lunches and simple dinners.
- Enable the boys to practice some of the skills needed for school camps.
- The activities the boys participate in at Independent Living Camp are things they should be doing at home.
- Introduce them to VI specific assistive equipment such as the liquid identifier.

# BRAILLE CLUB

## FOCUS IS ON:

- COMPENSATORY AND  
FUNCTIONAL ACADEMIC SKILLS
- SOCIAL INTERACTION SKILLS



# BRAILLE CLUB

- ½ hour session once a week
- Interaction between sighted peers and student with VI was the purpose for developing this club
- Development of conversational skills
- Sighted peers and peers with VI attend the session
- Student with VI conducts the Braille lesson
- Sighted peers learn how to Braille the alphabet
- Cheat sheet provided to students



# SANDWICH MAKING OR LUNCHTIME CLUB

## FOCUS IS ON:

- INDEPENDENT LIVING SKILLS



# SANDWICH MAKING CLUB

- ½ hour session once a week over a semester or year
- Exploration of different breads
- Exploration of different packaging
- Practice of opening different containers eg. Butter, screw tops, flip tops
- Wrist rotation exercises eg. Scooping and pouring
- Practice and play with puzzles
- Explicit teaching of spreading using a variety of spreads
- Toasted Sandwich making



# DISCO DANCING CLUB

## FOCUS IS ON:

- RECREATION AND LEISURE SKILLS
- ORIENTATION & MOBILITY
  - BODY CONCEPTS



# DISCO CLUB

- ½ hour session once a week
- Well-known dances are introduced and taught eg. Chicken dance, YMCA, Macarena and The Nutbush
- Students invite friends once a term for a disco
- New dance moves are experimented with and taught in preparation for discos or school performances.
- Up to date music is played and introduced
- Party games such as Musical Statues or Simon Says are played



# BRAILLE MUSIC CLUB

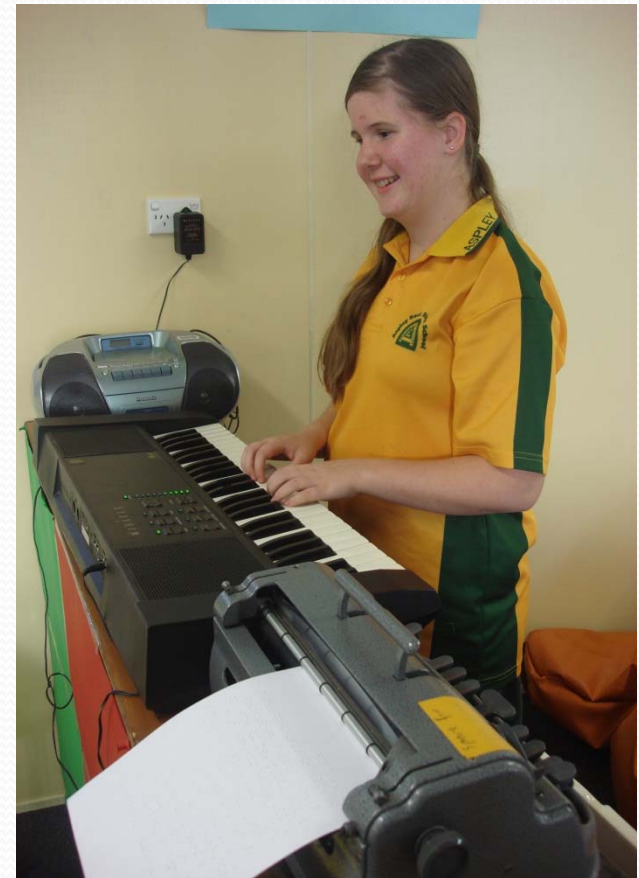
## FOCUS IS ON:

- COMPENSATORY AND  
FUNCTIONAL ACADEMIC SKILLS



# BRAILLE MUSIC CLUB

- ½ hour lesson per week
- Games such as Go Fish Braille music cards
- Lessons follow the Read Sing and Play Braille Music Book
- Children attend the Braille Music Camp – Mittagong NSW



# SEP INTRASCHOOL SPORTS AND COOKING PROGRAM

## FOCUS IS ON:

- RECREATION AND LEISURE SKILLS
  - INDEPENDENT LIVING SKILLS
- SENSORY EFFICIENCY SKILLS
  - ORIENTATION AND MOBILITY
    - SPATIAL CONCEPTS & ENVIRONMENTAL CONCEPTS
- SELF DETERMINATION SKILLS



# INTRA – SCHOOL SEP SPORTS

## Activities:

- Bowling
- Bike Riding
- Swimming
- Cooking
- Playground Exploration
- Alternative HPE Program
- Board games – Monopoly, Scrabble, Connect4
- Participation in Community based programs or events





# INTRA-SCHOOL SEP COOKING

- **Activities:**

- Pouring and scooping trays using rice, flour, pasta
- Opening various containers screw tops, flip tops, ring pulls
- Making simple recipes such as pizzas, lamingtons, iced biscuits, toast with spaghetti, 2 minute noodles, toasted sandwiches, cordial, milo
- Microwave cooking
- Washing and wiping dishes





# COMPUTER CLUB

## FOCUS IS ON:

- USE OF ASSISTIVE TECHNOLOGY

# COMPUTER CLUB

- ½ lesson once a week
- Instruction focuses on short cut keys and JAWS commands
- This lesson is in addition to the individual and incidental lessons support teachers conduct with their student using the alphanumeric keyboard.
- Lessons revisit what has been covered at the JAWS tutorial at Vision Australia







SO.....

HOW CAN YOU IMPLEMENT THE EXPANDED  
CORE CURRICULUM INTO YOUR TEACHING?

# Thank-you for your interest!

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