

# ECC Areas and Components from ECC Essentials

Compensatory access refers to skills that must be learned in order for students with visual impairments to have access to information about the world, to be able to communicate and to be literate and thus to be successful in school.

## **Compensatory Access Skill Components:**

- **Concept development:** developing mental ideas about the environment and the objects, people and processes and interactions taking place in the world.
- **Spatial understanding:** understanding the physical location of objects in relation to one's self and to other objects
- **Communication modes:** developing facility with techniques and tools needed to access information presented in print and to write or communicate thoughts
- **Speaking and listening skills:** learning appropriate methods of addressing others in conversation and comprehending what is said.
- **Study and organization skills:** developing methods that allow a student to maintain order in the use of materials and time and to set priorities for such activities as they completion of school work.
- **Use of adapted and specialized educational materials:** independently using tools and devices that provide compensatory access.

## **Sensory Efficiency Components:**

- **Visual function:** fixating, orienting, tracking and recognizing objects and using optical devices
- **Auditory function:** localization, aural discrimination and presentation, and sound pattern use
- **Tactile function:** tactile discrimination, scanning, manipulation and dexterity
- **Gustatory (taste) function:** appreciation for food, discrimination of food types and recognition of various tastes
- **Olfactory (smell) function:** localization of smells, discrimination of odors, and recognition of pleasant and unpleasant odors.

Following, searching for, studying and identifying objects and persons in the environment are critical skills that fundamentally relate to concept development, but also to the areas of social interaction. Practicing sensory guided motor behaviors (such

as reaching for objects, moving toward objects and searching for objects) is important for orientation and mobility

### **Assistive Technology Components:**

- **Access to information:** developing facility with general applications and basic technology skills such as inputting information and producing documents
- **Communication:** developing awareness of electronic communication modes and the ability to conduct research and written assignments.
- **Personal productivity:** practicing the use of basic applications in activities related to learning and daily living

### **Orientation and Mobility Components:**

- **Body concepts:** understanding body parts and function
- **Environmental concepts:** understanding concepts related to the home environment (such as windows and doors) and to buildings, residential and business areas, schools, and streets and intersections.
- **Spatial concepts:** understanding self-to-object relationships, spatial terminology (such as right, left and next to), landmarks and cues and cardinal directions
- **Perceptual/sensory skills:** interpreting environmental sounds, applying meaning to tasks and determining the nature of sensory information
- **Mobility skills:** noticing and negotiating unexpected drop-offs, using systematic search techniques, and knowing built elements such as block distances, corners, intersection types, streets and road structures.
- **Orientation skills:** knowing routes and understanding layouts
- **Interpersonal skills:** requesting directions, arranging for rides; soliciting information from individuals such as dispatchers, drivers, and store personnel; and using appropriate telephone manners
- **Decision-making skills:** altering travel in response to inclement weather, choosing appropriate clothing and gear, choosing between routes, knowing the advantage and disadvantage of different modes of travel and making back up plans.

### **Independent Living Skills Components:**

- **Organization:** maintaining school notes and materials where can be accessed easily, prioritizing daily demands of everyday life and of school and work, and keeping personal objects in a specific location

- **Personal hygiene and grooming:** bathing, maintaining feminine and masculine hygiene and understanding and ensuring privacy
- **Dressing:** participating in dressing oneself with independence, and determining appropriate clothing for the weather
- **Clothing care:** labeling, clothing, selecting appropriate clothing for events, doing laundry and performing related tasks
- **Time management:** establishing a routine of sleeping at appropriate times, recognizing how long it takes to complete a task, using watches and clocks and maintaining a calendar
- **Eating:** eating with utensils, locating food on a plate, using condiments and using tableware
- **Cooking:** preparing and cooking meals, pouring liquids, retrieving utensils, stirring and mixing, spreading and spooning, helping with dishes, using a stove, cleaning up, learning food-related concepts involved in gardening, visiting grocery stores, applying food nutrition, and opening and closing different kinds of packages.
- **Cleaning and general household tasks:** participating in responsibilities at home and school, retrieving and replacing toys and games, and using cleaning supplies and equipment.
- **Telephone use:** calling friends, knowing how to make emergency calls and having a system of phone number retrieval
- **Money management:** identifying coins and bills, using ATMs, writing checks, and managing money.

### **Social Interaction Skill Components:**

The area of social interaction contains components and behaviors that are needed to participate in social situations appropriately and to prevent social isolation.

- **Appropriate body language:** knowing when to lean forward to hear a secret from a friend, maintaining appropriate eye contact, facing a person who is speaking, standing up to greet a new friend, keeping hands to oneself during a group conversation
- **Social communication:** engaging in appropriate verbal and nonverbal interaction with others, initiating conversations, expressing needs and wants
- **Effective conversation patterns:** asking for help; initiating, maintaining and ending conversations; extending invitations

- **Cooperative skills:** working with another to accomplish a goal, volunteering to help in the classroom, helping with home chores
- **Interactions with others:** knowing how to react to humor, identify the person in charge in a given situation and respond to the presence of a peer; develop dating skills
- **Social etiquette:** demonstrate courteous behavior, thanking a friend for a gift, sharing a seat with another on the bus, smiling at others.
- **Development of relationships and friendships:** taking turns, seeking friendships with others, working effectively in groups
- **Knowledge of self:** knowing one's likes and dislikes, taking responsibility for actions, understanding the concept of personal body space, showing pride in accomplished tasks, stating one's point of view
- **Interpretation and monitoring of social behavior:** knowing when to disobey an adult, understanding the appropriate time to ask questions, developing problem solving skills, recognizing sarcasm in a conversation, understanding the difference between reacting to requests from strangers and familiar people.

#### **Recreation and Leisure Components:**

- **Play:** interacting through play with peers and siblings, entertaining oneself for various periods of time
- **Physical activity:** participating in physical education or other active play activities, taking part in recreation and leisure activities enjoyed by the family
- **Health, fitness and individual sports:** developing a regimen of physical exercise that leads to improvement or maintenance of strength, stamina and endurance; developing skills for engaging in such activities as track, wrestling and weight-lifting.
- **Team and spectator sports:** learning to enjoy competitive and noncompetitive sports activities such as football, baseball, soccer, golf baseball or goalball, as a participant or as a spectator
- **Leisure activities and hobbies:** being exposed to opportunities for choosing a favorite game or book, experiencing arts and crafts activities, appreciating and enjoying fine arts in such forms as museum visits, theater, dance, opera and music.

## **Career Education Components:**

Career education focuses on components of activities and behaviors and skills needed to prepare students for all the roles they will play throughout their lives, including the maintenance of economic independence in adult life.

- **Career awareness:** differentiating between work and play, understanding the value of work
- **Career exploration:** developing awareness of careers, researching careers of interest
- **Career preparation:** reading and understanding want ads, recognizing typical job adaptations made by workers with visual impairments, developing prevocational skills (such as work habits, attitudes, and motivation), and having vocational interests
- **Career placement:** preparing resumes, completing applications, participating in interviews, participating in work

*Competence in the area of career education is, in a sense, equivalent to preparation for a satisfying and independent life and as such involves the development of the ability to do the following:*

- Listen and attend to others
- Follow directions
- Stay on task
- Complete tasks
- Play make believe and dress-up activities to imitate adult roles
- Have responsibilities at home and school
- Recognize different school and community workers
- Participate in problem solving (locating lost items independently, for example)
- React appropriately to unexpected changes or events
- Learn to work individually and in a group
- Learn to be responsible for actions
- Recognize that workers get paid
- Develop good communication skills
- Understand the rewards of work
- Organize resources such as time and money

- Meet increased responsibilities at home, school and the community
- Show well-developed academic, thinking and work behavior skills
- Participate in work activities and jobs and possibly work part time
- Show an understanding of work performed by adults and what is involved in being successful in multiple areas of work
- Show interest in particular areas of work
- Plan for life beyond high school

### **Self-Determination Components:**

- **Self-knowledge:** developing personal preferences, needs and desires
- **Awareness of individual right and responsibilities:** possessing knowledge of laws protecting people with disabilities
- **Capacity to make informed choices:** knowing what to do in an emergency, being able to express one's likes and dislikes
- **Problem-solving and goal-setting skills:** making personal and educational goals and interacting with others to obtain assistance
- **Ability to engage in self-regulated and self-directed behavior:** developing negotiation skills and skills involved in interacting with others and the public at large
- **Self-advocacy and empowerment:** choosing favorite or desired activities and being able to evaluate one's own behavior or progress
- **Assertiveness skills:** being able to advocate for one's needs and wants.