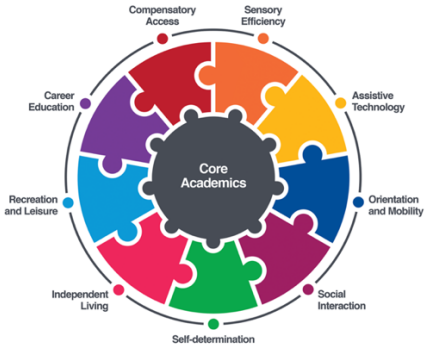
ObjectiveEd's Alignment with ECC



Expanded Core Curriculum	ObjectiveEd Goal-based Skill-building apps
Assistive technology Assistive technology is an umbrella term that includes assistive and adaptive tools as well as instructional services that can enhance communication, access, and learning. It can include electronic equipment such as switches, mobile devices, and portable notetakers; computer access such as magnification software, screen readers, and keyboarding; and low-tech devices such as an abacus or a brailler.	Gestures and Working Memory Gestures and Reaction Time Braille Sheets Braille AI Tutor
Career Education Career education will provide students with visual impairments of all ages the opportunity to learn through hands-on experiences about jobs that they may not otherwise be aware of without the ability to observe people working. They also learn work-related skills such as assuming responsibility, punctuality, and staying on task. Career education provides opportunities for students to explore and discover strengths and interests and plan for transition to adult life.	Pre-Employment Transition Skills (HHS/NIDILLR grant)

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Independent Living Skills People who are visually impaired need to organize their daily lives in specific ways in order to live independently. This area includes the tasks and functions people perform in daily life to optimize their independence — skills such as personal hygiene, food preparation, money management and household chores.	Pre-Employment Transition Skills (HHS/NIDILLR grant) Home Skills (Coming)
Orientation and Mobility (O&M) O&M instruction enables students of all ages and motor abilities to be oriented to their surroundings and to move as independently and safely as possible. Students learn about themselves and their environments, including home, school, and community. O&M lessons incorporate skills ranging from basic body image, spatial relationships, and purposeful movement to cane usage, travel in the community, and use of public transportation. Having O&M skills enables students to acquire independence to the greatest extent possible, based on their individual needs and abilities.	Early Directionality: Relative, Compass, Clock Directions Advanced Directionality Wayfinding & Mental Mapping Mental Mapping of the neighborhood, campus, or any real-world location

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Recreation and Leisure Being unable to observe others reduces awareness of recreation and leisure options. Instruction in recreation and leisure skills will ensure that students with visual impairments will have opportunities to explore, experience, and choose physical and leisure-time activities, both organized and individual, that they enjoy. This instruction should focus on the development of life-long skills.	Positive Reinforcement suite of activities built into ObjectiveEd
Self-Determination Self-determination includes choice-making, decision-making, problem solving, personal advocacy, assertiveness, and goal setting. Students with visual impairments often have fewer opportunities to develop and practice the specific skills that lead to self-determination. Students who know and value who they are and who have self-determination skills become effective advocates for themselves and therefore have more control over their lives.	Pre-Employment Transition Skills (HHS/NIDILLR grant) Social Skills (Coming)
Sensory Efficiency Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. It also addresses the development of the proprioceptive, kinesthetic, and vestibular systems. Learning to use their senses efficiently, including the use of optical devices, will enable students with visual impairments to access and participate in activities in school, home, and community environments.	Sound Localization Sound Identification Listening Skills

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Compensatory Skills Compensatory skills include skills necessary for accessing the core curriculum including concept development; communication modes; organization and study skills; access to print materials; and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials.	Early Braille Literacy Advanced Braille Practice (Microsoft grant) Listening Skills Working Memory & Grid Concepts Sonic Math Fundamentals (coming, NIH grant)
Social Interaction Skills Social interaction skills include awareness of body language, gestures, facial expressions, and personal space. Instruction also includes learning about interpersonal relationships, self-control, and human sexuality. Almost all social skills are learned by visually observing other people. Instruction in social interaction skills in school, work, and recreational settings is crucial. Having appropriate social skills can often mean the difference between social isolation and a fulfilling life as an adult.	Pre-Employment Transition Skills Social Skills (coming)

Perkins School for the Blind, "Understanding the Expanded Core Curriculum", https://www.perkins.org/understanding-the-expanded-core-curriculum/

Texas School for the Blind, "What is the Expanded Core Curriculum?" https://www.tsbvi.edu/math/3973-ecc-flyer