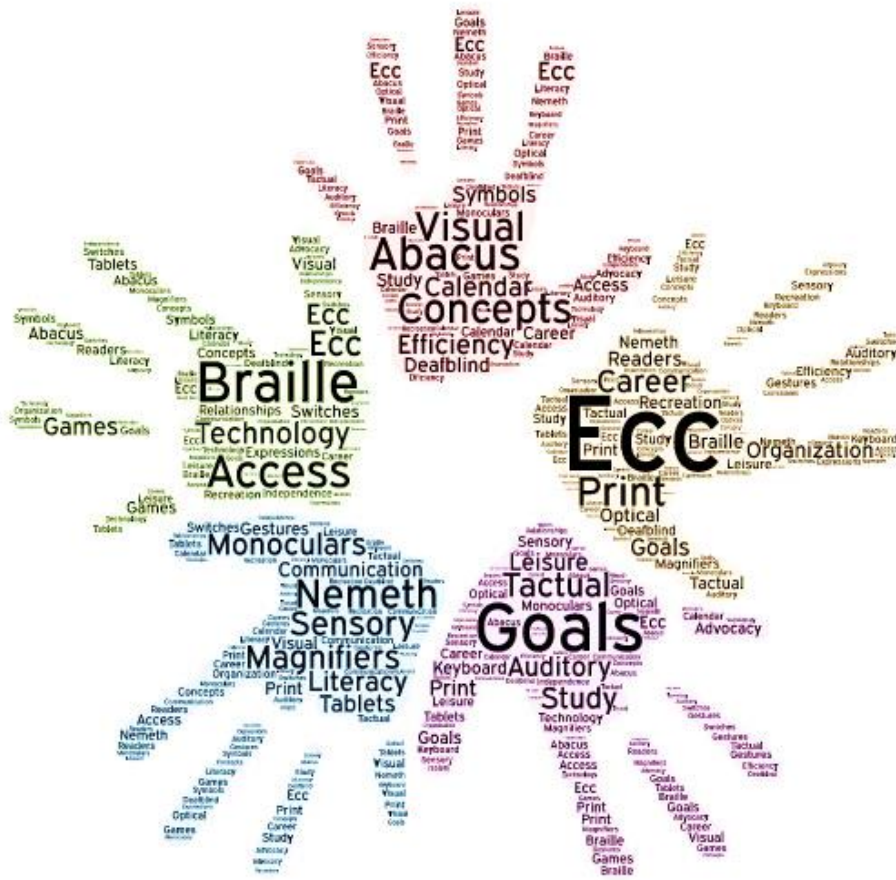




Expanded Core Curriculum Goal Bank of Skills



Teaching Students with Visual Impairments
www.teachingvisuallyimpaired.com

Use this in conjunction with the Functional Vision Evaluation, Learning/Reading Media Assessment and any Low Vision Assessment or Assistive Technology Assessment to determine appropriate annual goals and objectives for each student served. Direct instruction is recommended for those areas that require the specialized skills of the TVI to help a student acquire or maintain skills. Consultation or collaboration should be indicated when time is needed by the TVI to share strategies, materials, adapted curriculum, environmental modifications, and medical information and to model and monitor instructional techniques with the educational team. Not all students will need to learn all skills within the Expanded Core Curriculum

Compensatory Skills

ALTERNATIVE COMMUNICATION

The student will **USE EYE GAZE** and/or **TACTUAL SCANNING** to communicate.

- The student will use eye gaze and tactile scan to identify object symbols when given a choice of ___ symbols.
- The student will use eye gaze and tactile scan to identify the activity that occurs next during his daily schedule when given a choice of ___.
- The student will identify what is next during a sequencing task by eye gazing left to right using labeled pictures.
- The student will visually and tactually scan object symbols placed on a two-part voice output device.
- The student will use eye gaze/reach to make a choice between 3 objects.
- The student will eye gaze to 3-4 pictures presented on a black board when presented in her field of vision.
- The student will visually attend to a single photograph of a favorite object for at least 4 seconds to indicate a desire to receive that object.
- The student will maintain gaze to indicate “I want that” and will look away to indicate “I don’t want that” when presented with an object.
- The student will look at 2 photos presented on a background board and fix her gaze on the photo of the preferred item.
- The student will look at picture of the item she wants from a choice of 3-4 photos.
- The student will eye gaze to indicate area of classroom depicted in picture or representational pictures (diaper = bathroom, etc.).
- The student will use eye gaze to match pictures to objects.
- The student will visually fixate on the item and then take the object to that area of the room when presented with an object related to his daily routine.

The student will use an **OBJECT OR PICTURE FOR COMMUNICATION.**

- The student will use an object for choice-making.
- The student will use an object for sustain a social interaction with another person.
- The student will use an object to request an interaction with another person.
- The student will take turns with an object.
- The student will respond to objects named or signed.
- The student will use a choice board (object/tactile/picture).
- The student will use a communication system (e.g. calendar boxes) to indicate wants/needs.
- The student will use sign language/tactile sign to communicate.

EMERGENT BRAILLE SKILLS

The student will **USE FINGERS INDEPENDENTLY.**

- The student will use pincer (thumb/forefinger) to obtain small objects.
- The student will probe/poke with forefinger.
- The student will wiggle fingers independently one at a time.

- The student will identify individual fingers (i.e., pointer, middle, ring, pinkie, thumb).

The student will **DEVELOP BOOK SENSE**.

- The student will demonstrate enjoyment in listening to stories being read.
- The student will pretend to read braille stories.
- The student will find/explore real objects in a book bag while listening to a story.
- The student will find/explore real objects on a page.
- The student will find/explore solid embossed objects on a page.
- The student will explore simple tactual illustrations.
- The student will practice proper care of a braille book.
- The student will locate front and back of a braille book.
- The student will locate top and bottom of a braille page.
- The student will locate right and left sides of a braille page.
- The student will locate middle/center of a braille page.
- The student will turn several braille pages forward at a time.
- The student will turn one braille page forward at a time.
- The student will turn braille pages backward.
- The student will examine the writing in a braille book when a story is being read.
- The student will locate the page number in a braille book.

The student will develop **BRILLE PRE-WRITING SKILLS**.

- The student will demonstrate awareness of braille being produced for a variety of purposes (e.g., notes, lists, letters).
- The student will pretend to write by making raised marks or tactile representation, then "reads" them (e.g., on a screen board or a raised line drawing kit).

The student will use **PROPER FINGER & HAND POSITION** to read braille.

- The student will identify that each finger has a "job" – lead finger, detective finger, etc.
- The student will "read" tactual books using correct finger position.
- The student will use pointer finger as lead finger.
- The student will use pinky finger to detect to end of a line.

The student will use a **LIGHT TOUCH** to explore braille.

- The student will work on whole body relaxation - if your body is tense, your fingers will be unable to touch lightly.
- The student will place checkers inside the squares of braille graph paper and have the student move his fingers across them so lightly that he does not move them outside the squares.
- The student will place cotton balls beneath the child's fingers and have him move them across the page.
- The student will learn to "tickle" the dots.

The student will use **PROPER TRACKING SKILLS** to explore braille.

- The student will locate the beginning and end of a raised line.
- The student will track a raised solid and broken lines from left to right using both hands.
- The student will track from left to right across braille symbols which have one or more blank spaces between them.
- The student will track from left to right across braille symbols using both hands, and moves from top to bottom of a page.
- The student will identify beginning/end/breaks on a braille line.
- The student will use two hands separately to track a line of braille and locate the next line.
- The student will track braille sentences when read aloud by an adult.
- The student will use light touch to explore and track braille.

The student will use develop **EMERGENT BRAILLE READING** skills.

- The student will identify one symbol that is different in a group of 3, two of which are identical.
- The student will match braille configurations.
- The student will identify the spaces on a line of braille symbols with 1+ spaces between them.
- The student will identify an identical group of symbols when given groups of braille symbols.

BRAILLE

The student will read the **BRAILLE CODE**.

- The student will identify the spatial position of dots in a braille cell.
- The student will identify the dot number of a specific dot in a Braille cell.
- The student will identify the same/different braille shape.
- The student will read/write the alphabet.
- The student will read/write whole-word alphabet contractions.
- The student will read/write whole and part word contractions.
- The student will read/write short form words.
- The student will read/write lower signs.
- The student will read/write part word signs.
- The student will read/write whole word signs.
- The student will read/write initial letter signs.
- The student will read/write final letter signs.
- The student will read and produce literary numbers.
- The student will read and produce braille indicators.
- The student will read and produce symbols and punctuation.

The student will demonstrate proficiency in **READING AND UNDERSTANDING THE BRAILLE CODE**.

- The student will read signs (whole word, beginning letter, final letter, short form, lower signs, etc.) within short sentences.
- The student will read back personal writing and edit.
- The student will access a variety test & worksheet formats.
- The student will apply rules for contractions, punctuation, comp.
- The student will demonstrate braille reading fluency by reading braille orally at ____ WPM.
- The student will demonstrate braille reading fluency by reading braille silently at ____ WPM.

The student will demonstrate proficiency in **BRILLE FORMATTING**.

- The student will locate beginnings of paragraphs
- The student will write paragraphs, indenting two spaces
- The student will read/write lists
- The student will locate and read transcriber's notes, picture captions
- The student will locate headings/subheadings in a text
- The student will reads/write columned materials and tables
- The student will read/write format for poetry and plays
- The student will write outlines in correct (literary/textbook) format
- The student will write page numbers and/or footnotes on a page.
- The student will demonstrate knowledge of textbook formats (e.g. table of contents, pagination, index, glossaries).
- The student will access a variety of formats which may be used on tests, worksheets, quizzes, high stakes tests, etc. (e.g., true/false, multiple choice, columns).
- The student will demonstrate basic chart and graph reading skills.
- The student will locate preliminary pages, special symbols page.
- The student will use table of contents, glossary, and index.
- The student will locate/read words and definitions in dictionary.
- The student will use a multi-volume textbook.

The student will demonstrate the ability to access **ALTERNATIVE BRILLE CODES**.

- The student will read/write braille music signs.
- The student will read/write braille foreign language signs.
- The student will read/write braille computer code signs.

The student will demonstrate the ability to **ACCESS BRILLE RESOURCES**.

- The student will access braille information in the school library on par with peers.
- The student will express personal preferences for reading media and devices for specific subjects.
- The student will access table of contents, index, glossary, page, numbers, encyclopedia, dictionary in braille.
- The student will scan braille text to determine organization, main topics, format, and quickly locate key points.

The student will accurately use a **BRILLE WRITER**.

- The student will be able to tactually identify dot positions on a swing cell or alternative device.
- The student will locate/name parts on a braillewriter (eg. Embossing keys, embossing head, carriage return, backspace, line advance, paper feed knobs, paper stops, paper release levers, roller, bell).
- The student will make random braille dots (scribble).
- The student will insert/remove paper from braillewriter.
- The student will use correct fingers on keys.
- The student will push all keys to write a full braille cell.
- The student will use each hand in isolation to press all keys on the left or right.
- The student will use fingers in isolation to write rows of braille dots.

- The student will operate line advance and carriage return to move to next line.
- The student will operate backspace.
- The student will produce uniform dots using correct finger strength.
- The student will erase errors with a braille eraser.
- The student will use thumb to make a space with the spacebar.
- The student will set margin stops on braille writer.
- The student will change margin for various format needs (ex. column).
- The student will proofread writing and make corrections.

The student will use a **SLATE AND STYLUS**.

- The student will identify the six parts of a slate: hinge, window, pins, cells, dividing dots, bar, and opening.
- The student will identify the dot numbers in a cell on a slate.
- The student will load paper/card in the slate.
- The student will move paper down slate to advance lines.
- The student will hold the stylus in an appropriate position to emboss a specific dot.
- The student will write a line of legible, uniform dots, without breaking through the paper.
- The student will begin a new line in a cell at right.
- The student will skip spaces on a slate.
- The student will write the alphabet.
- The student will write words.
- The student will write numerals.
- The student will write sentences.
- The student will use the slate and stylus to complete functional tasks (i.e., labeling, lists, phone numbers, addresses, playing cards).
- The student will use the slate and stylus to take notes in class.
- The student will emboss ___ words per minute.
- The student will write using a variety of slates and types of paper.
- The student will proofread what was written and make corrections.

The student will demonstrate the ability to read the **NEMETH CODE**.

- The student will read/write numerals in Nemeth Code.
- The student will read/write signs of operation (+, -, x, /).
- The student will read/write linear mathematical equations.
- The student will read/write horizontal mathematical equations.
- The student will read/write symbols of comparison (<, >, =).
- The student will read/write symbols money using signs: \$, ¢, .).
- The student will read/write fractions.
- The student will read/write mixed numerals.
- The student will read/write temperatures using sign for degrees.
- The student will read/write percent.
- The student will read/write grouping symbols (,) , [,] , { , }.
- The student will read/write Nemeth punctuation (, - , :).
- The student will read/write modifier signs for lines, arrows, rays, bars.
- The student will read/write shape indicator (circle, square, etc.).
- The student will read/write signs/format for parallel & perpendicular.

- The student will read/write signs for angles.
- The student will read/write adv. symbols of comparison (i.e. \neq , $=$).
- The student will read/write square roots.
- The student will read/write subscripts/superscripts.
- The student will read/write algebraic expressions.
- The student will read/write chemical equations.
- The student will read/write braille clock/watch.
- The student will read/write time.

The student will demonstrate the ability to **APPLY THE NEMETH CODE.**

- The student will spatially arrange math problems using brailewriter.
- The student will measure to the nearest centimeter, $\frac{1}{2}$ ".
- The student will construct/draw measure geometric figures & label.
- The student will use braille/tactual tools to measure.
- The student will display data on tactual graph.
- The student will interpret data in various tables and graphs.
- The student will read/write standard/metric measurements.
- The student will read/write advanced Nemeth code symbols.
- The student will apply rules to complete grade level problems.

TACTILE GRAPHICS

The student will demonstrate the ability to **INTERPRET INFORMATION ON TACTILE GRAPHICS.**

- The student will explore tactile graphics.
- The student will locate/identify title, key and symbol.
- The student will identify meaning of various textures on globe/map.
- The student will interpret and display graphical information (bar graphs, charts, stem and leaf plots, circle graphs, line plots, and line graphs), as needed for curriculum use.
- The student will interpret Tactile graphics.

ABACUS

The student will demonstrate familiarity with an abacus by **IDENTIFYING, SETTING, READING AND CLEARING NUMBERS.**

- The student will identify all parts of the abacus.
- The student will demonstrate understanding of set, clear and count.
- The student will set numbers in the ones column.
- The student will set numbers in the tens column.
- The student will set and read whole numbers according to place value.
- The student will demonstrate understanding of 0/9 exchange.

Use an abacus to complete **ADDITION AND SUBTRACTION PROBLEMS.**

- The student will add/subtract 0-4 on the abacus.
- The student will add/subtract numbers 0-19 on abacus.
- The student will add/subtract 1-4 digit # to/from a 2-5 digit #.

- The student will add 1-4 digit # to a 2-5-digit numeral on abacus.

The student will use an abacus to complete math problems that require the **USE OF DECIMALS**.

- The student will set and read decimal numbers to place values.
- The student will subtract decimals using abacus.
- The student will add decimals using abacus.
- The student will multiply decimals on abacus.

The student will use an abacus to complete problems that require **THE USE OF FRACTIONS**.

- The student will set/read mixed fractions using 1 or 2 abacuses.
- The student will set/read complex fractions using 1 or 2 abacuses.
- The student will add/subtract simple fractions using 1 or 2 abacuses.
- The student will add/subtract mixed/complex fractions using 1 or 2.
- The student will multiply/divide [simple; mixed; complex] fractions.

The student will complete **MULTIPLICATION & DIVISION PROBLEMS**.

- The student will set and read multiplier and multiplicand.
- The student will multiply/divide 1-3 digit #s to 2-5 digit #s.
- The student will compute ratios on the abacus.
- The student will compute percent on the abacus.

HANDWRITING & SIGNATURE

The student will independently write his **SIGNATURE IN CURSIVE**.

- The student will write his initials.
- The student will write his first and last name.
- The student will sign name within a confined space, using a signature guide.

The student will **WRITE WORDS and SHORT NOTES** that are readable.

- The student will tactually identify lines and spaces on a paper.
- The student will tactually identify and use cursive writing to write pointers to include letters: u, i, w, r, and t.
- The student will tactually identify and use cursive writing to write "mounds" to include letters: m, n, v, and x.
- The student will tactually identify and use cursive writing to write "tails" to include letters: j, y, and z.
- The student will tactually identify and use cursive writing to write "balls" to include letters: c, a, d, g, and o.
- The student will tactually identify and use cursive writing to write odd letters to include letters: f, q, s, p, and k.
- The student will tactually identify and write Capital letters.
- The student will tactually identify and use cursive writing to write (first; last) name.
- The student will tactually identify and write numerals.

ORGANIZATIONAL SKILLS

The student will demonstrate the ability to **ORGANIZE MATERIALS**.

- The student will orient self to a stationary object.
- The student will put objects away in correct places.
- The student will obtain objects for activities.
- The student will gather related objects for a task.
- The student will arrange materials for a task.
- The student will maintain neat work and personal areas.
- The student will put items away where they belong.
- The student will organize items in backpack/desk.
- The student will independently store and retrieve personal items.
- The student will label or mark personal care items.
- The student will trial a variety of labeling & filing materials.
- The student will trial a variety of office supplies.
- The student will maintain personal address/phone directory.
- The student will organize information & documents.

The student will demonstrate the ability to use an **ORGANIZATION SYSTEM**.

- Student will demonstrate an understanding of the need for an organizational system.
- Student will demonstrate methods and techniques for effectively organizing personal space.
- Student will demonstrate an understanding of the characteristics by which it is possible to organize (e.g., color, size, texture, distinctive labels).
- Student will decide upon a system for filing assignments (eg. Alphabetical, numeric, alphanumeric, by date, by subject, by color).
- Student will trial an array of labeling materials (e.g. labeling tape, braille labels and sheets, plastic labeling sheets, pre-formed CD/DVD labels, locator dots, feel 'n peel stickers, dark-line markers).
- Student will trial electronic filing system (e.g. storage tools such as CDs, memory cards, flash drives, and other electronic storage devices.).

TIME MANAGEMENT

The student will demonstrate **TIME MANAGEMENT SKILLS**.

- The student will be ready on time.
- The student will be prepared as activities begin.
- The student will follow daily schedule.
- The student will create daily to do list.
- The student will access materials in unstructured time.
- The student will demonstrate ability to use a watch/clock.
- The student will keep schedule of activities for day, week, month.
- The student will plan a work schedule for studies and class projects.
- Student will complete long-term projects by analyzing tasks, organizing them, acquiring materials, and managing time.

STUDY SKILLS

The student will demonstrate **STUDY SKILLS**.

- The student will search and scan written materials.
- The student will use reference materials.
- The student will demonstrate ability to use research skills.
- The student will demonstrate map, chart, graph reading skills.
- The student will use scanning techniques in primary reading medium.
- The student will use library on level commensurate with peers.
- The student will take notes and access them.
- The student will identify key words, dates, def. in text and in lectures.
- The student will make use of a live reader.
- The student will access table of contents, index, glossary, page numbers, encyclopedia, dictionary.

The student will demonstrate ability to **OBTAIN ACCESSIBLE MATERIALS** and apply research skills.

- The student will identify resources for adapted materials.
- The student will order adapted resources.
- The student will order book titles independently from the State.
- The student will order Library/Recordings for the Blind.

NETWORKING

The student will develop **PERSONAL NETWORKING** skills.

- Student will demonstrate an understanding that relationships can be categorized based upon certain defining features.
- Student will demonstrate an understanding that everyone has a personal network; it can be checked for gaps.
- Student will demonstrate an understanding of personal networks contribute to an individual's quality of life.
- Student will complete a "My Personal Network" assignment.
- Student will maintain personal address/phone directory.

ACCESS PRINT

The student will demonstrate the ability to **ACCESS PRINT** throughout the educational environment.

- The student will use magnifier to access near print.
- The student will use technology to access digital print.
- The student will use screen sharing to access print on the interactive white board.
- The student will access a variety of print formats.
- The student will identify print size and font needed.

Sensory Efficiency Goals

VISUAL EFFICIENCY SKILLS

The student will demonstrate awareness and **FIXATION TOWARD MATERIALS** presented.

- Visually detect an item placed in _____ area(s) of his visual field.
- In a darkened room, will maintain fixation on a lighted object placed in student's best visual field for ___ seconds.
- Fixate on highly motivating familiar object and maintain gaze for at least 3 seconds.
- Maintain visual fixation on a highly motivating object presented at midline for up to 5 seconds/10 seconds (with no more than 2 breaks in fixation).
- Return gaze to an object when fixation is broken.
- Visually fixate on highly motivating object held by favorite adult for a total time of: a) 5 seconds b) 7 seconds visually fixate on object or tactile symbol for 3 seconds as they are presented to her one at a time in her field of vision.
- Visually attend to familiar educational materials presented within the context of his daily routine for a total time of 5 seconds.
- Visually detect and fixate on highly motivating object at a) 20" b) 2 feet.
- Visually locate highly motivating person presented in all visual fields.
- Visually fixate on person with whom he is interacting for up to ___ minute [this is also social].
- Visually fixate on objects before they are given to him.
- When 3 objects are presented, will look at each object: a) As each is placed on a background board. b) Starting with all 3 objects on the background board as each is pulled from the board and then returned to it.
- Reduce periods of latency with familiar objects from 10 seconds to 5 seconds
- Visually fixate on domestic and vocational items for up to 10 seconds as they are presented, with possible breaks in fixation.

The student will **VISUALLY ATTEND TO AND RECOGNIZE PEOPLE**.

- The student will briefly gaze at objects and people that are nearby.
- The student will regard faces.
- The student will visually attend to the actions of others.
- The student will recognize familiar people visually.
- The student will recognize familiar objects visually.
- The student will recognize self and others in a mirror or photograph.

The student will **VISUALLY SHIFT GAZE** between materials.

- The student will shift gaze from one near object to another near object.
- The student will visually examine and explore the environment.
- The student will shift gaze and focus from a near object to a far object and from a far object to a near object.
- Shift gaze from one highly motivating object to another (presented Insert Field of Presentation) within ___ seconds.
- Shift gaze between 2 motivating objects placed within his visual field when they are alternately activated.

- Shift his gaze from an object presented in peripheral field to an object presented at midline.
- Shift his gaze from an object presented in peripheral field to an object presented at midline and then back to the object on his left.
- Shift gaze from one favorite adult to another [also social].
- When presented with his cup and plate, will shift gaze between the two and choose what he would like to have by eye gaze or touching the item.

The student will demonstrate **VISUAL PURSUIT**.

- The student will look for dropped objects.
- The student will visually locate objects pointed to by another person.
- The student will point to objects within reach.
- The student will point to objects in the environment.
- The student will anticipate the trajectory of slowly moving objects.

The student will **VISUALLY TRACK** slowly moving materials.

- The student will track slowly moving lights, objects, and faces horizontally to midline and vertically.
- The student will track horizontally across midline, and diagonally.
- The student will track the movement of people within the immediate environment.
- The student will visual tracking while tactually contracting three-dimensional forms/objects.
- The student will visually track three-dimensional forms/objects.
- The student will visually follow the trajectory of a dropped object.
- The student will visually follow an object as it goes behind self.
- The student will visually follow a variety of moving objects.
- The student will track the movement of people within the immediate environment.
- The student will describe gross and fine motor movements of the teacher in an indoor setting (in focus, out-of-focus, multiple planes, infinity).

The student will **VISUALLY TRACE** materials.

- The student will visually and tactually trace while visually identifying two-dimensional forms/objects.
- The student will visually trace a variety of stationary lines in the environment.
- The student will learn the concept of tracing while reinforcing basic localizing and scanning techniques at near.
- The student will systematically trace targets from left to right (identifies symbols, pictures, numbers, street signs, words on board, people, objects).
- The student will trace lines of information or shapes (left-to-right, short lines, wavy lines, convoluted lines); (tracks moving people, objects, in a single plane, multiple planes).

The student will **VISUALLY SCAN** presented materials to locate items.

- In a darkened room, will visually search to locate and fixate on a lighted object presented in two different locations.
- Visually search for highly motivating person or object that he has been fixating on/interacting with when it has been moved to another area of his visual field .
- The student will systematically scan presented materials left to right/top to bottom.

- The student will an array of three toys.
- The student will scan an array of three or more pictures.
- The student will systematically scan classroom environment to locate information at a distance.
- The student will visually locate various targets, while using systematic scanning procedures.
- The student will use basic localizing and scanning techniques to read a story at near.
- The student will visually examine and explore the environment.
- The student will use basic localizing, focal, and scanning techniques to read a story.
- The student will systematically scan left to right and top to bottom when given two to three rows of four or more pictures each.
- Use a visual and tactile scan to scan object/tactile symbols from midline to right when 2 are placed on her schedule board.
- Visually search for a familiar/preferred person's face at near given a verbal cue.

The student will demonstrate the ability to perform **VISUAL MOTOR TASKS**.

- The student will locate objects and visually direct hand or foot toward them.
- The student will locate people and objects to be avoided when moving toward a goal, and locate a path visually and move through it.
- The student will imitate a variety of body movements.
- The student will use vision to reach for and grasp object accurately.
- The student will place an object in an open container or other designated location.
- The student will fit objects together using visual cues.
- The student will accurately place ring on cone.
- The student will accurately nest smaller containers inside larger containers.
- The student will imitate placement of objects after visual observation.
- The student will use vision to coordinate fine motor activities and make judgments about them.
- The student will complete form boards, simple puzzles, or peg board designs.
- The student will imitate construction of simple visual pattern using parquetry blocks.
- The student will replicate a three-dimensional model through visual imitation.
- The student will fold square twice in imitation.
- The student will stack rings in correct order.
- The student will accurately insert string into 1/2" bead.
- The student will accurately insert string into 1" bead.
- The student will cut between lines and on a broad line.
- The student will cut out simple outlines and pictures.
- The student will fold square to make triangle.

The student will facilitate **VISUAL MOTOR WRITING TASKS**.

- The student will scribble within a designated space.
- The student will accurately draw line between two parallel lines, one inch apart.
- The student will draw line between two parallel lines 1/2 inch apart.
- The student will connect dots to form a line or simple shape.
- The student will copy simple marks or shapes.
- The student will copy a circle.
- The student will imitate a straight cross.
- The student will copy a square.
- The student will copy a cross.

- The student will trace diamond pattern.
- The student will form square with two right triangles.
- The student will add two parts to partially drawn man.
- The student will color a simple picture.
- The student will trace simple shapes and objects.
- The student will copy materials presented at a distance.
- The student will copy materials presented up close.
- The student will practice a system to write math problems.
- The student will mark inch-spaces with marker or another tool.
- The student will draw a figure or a person
- The student will draw a recognizable picture of familiar objects or activities
- The student will add two parts to man.

The student will **VISUALLY DISCRIMINATE OBJECTS**

- The student will match familiar objects using visual cues.
- The student will match eight geometric forms.
- The student will visually identify 3D shapes within the environment.
- The student will visually identify features of objects at different distances.
- The student will visually identify familiar people.
- The student will visually identify pictures of common objects and define their respective functions.
- The student will visually match coins.
- The student will identify basic shapes of objects (e.g., circle, square, box, ball).
- The student will describe familiar objects or environments
- The student will describe details in pictures and drawings

The student will **VISUALLY DISCRIMINATE DRAWINGS AND PICTURES**

- The student will visually explore pages of a picture book.
- The student will locate specific pictures in books.
- The student will visually identify pictures of shapes and their features.
- The student will identify pictures of common objects as well as match pictures with their respective objects.
- The student will identify two identical pictures from choice of three or more
- The student will name simple outline pictures of familiar objects.
- The student will select single elements in a picture.
- The student will identify familiar pictures.
- The student will visually identify simple pictures.
- The student will select pictures when labeled.
- The student will identify a variety of objects in pictures.
- The student will match simple pictures or designs by inner detail.
- The student will match similar pictures or objects when rotated.
- The student will describe type and sequence of action taking place in pictures of action scenes.

The student will **VISUALLY DISCRIMINATE COLORS**

- The student will identify primary colors.
- The student will identify secondary colors.

- The student will match two colors when prompted to scan and compare.
- The student will match series of shapes or beads by color and form.

The student will **VISUALLY DISCRIMINATE LETTERS & WORDS**

- The student will visually identify letters.
- The student will identify letters, words, and numbers.
- The student will match a few letters and numbers.
- The student will match his name when given two foils.
- The student will match a few short words.

The student will demonstrate **VISUAL CLOSURE** skills.

- The student will match colored picture to black-and-white outline.
- The student will match objects to pictures.
- The student will label incomplete picture of familiar object.
- The student will identify objects partially hidden in pictures.
- The student will select a single puzzle piece to match the recess, given a choice of two.
- The student will identify broken or missing part of familiar objects.
- The student will form a circle from 2 halves.
- The student will put together two halves of picture.
- The student will assemble three to four-piece puzzles.
- The student will point to missing part of picture.
- The student will complete incomplete drawing of circle.
- The student will identify common objects regardless of minor structural changes.
- The student will identify common objects which are partially hidden in the environment.
- The student will piece together four to five-piece puzzle.
- The student will piece together two right triangles to form square.
- The student will add two parts to incomplete picture of man.
- The student will label missing part of picture.
- The student will put together four quarters of circle.
- The student will assemble six-piece puzzle of man.
- The student will point out missing details in picture when presented with complete matching picture.

The student will demonstrate the ability to **VISUALLY SEQUENCE**.

- The student will arrange objects from smallest to largest.
- The student will nest four or more objects through visual comparison.
- The student will sort three sizes of objects.
- The student will match series of four pictures.
- The student will match a series of beads according to two variables (shape and color; color and size; size and shape, etc.).
- The student will follow a given pattern.
- The student will sequence several items by a given attribute (e.g., shape, size or color).
- The student will arrange a set of pictures to tell a story.
- The student will match bead patterns by color and form or size.
- The student will arrange three or more pictures to tell a story.
- The student will arrange pictures of objects graded in size from smallest to largest.

- The student will arrange coins from smallest to largest.
- The student will match a series of five pictures of objects in graded sizes from smallest to largest with a duplicate set of pictures.
- The student will recognize repeating pattern in a sequence and can continue it.

The student will demonstrate **VISUAL ASSOCIATION**.

- The student will sort multi-variant shapes by color or form.
- The student will classify pictures into three categories (toys, clothing, animals, foods, transportation, etc.).
- The student will group pictures of two objects into two categories according to whether the pictures or shapes are the same or different.
- The student will sort multi-variant shapes differently (groups by color instead of form or form instead of color).
- The student will match pairs of pictures that go together (coat and coat hanger, iron and ironing board, crayon and coloring book; spoon and fork; birthday cake and candle, key and lock; bat and ball; cup and saucer, etc.).
- The student will match pairs of objects that go together.
- The student will identify pictures of objects described by function.
- The student will group dissimilar objects by categories.
- The student will sort pictures of objects, dissimilar in form into 2 categories.

The student will demonstrate **VISUAL MEMORY** and **VISUAL IMAGERY** skills.

- The student will demonstrate the ability to remember a setting or location.
- The student will recognize a change in a familiar room or setting.
- The student will retrieve a toy from the place that it was last seen.
- The student will identify missing objects.
- The student will identify how objects or environments are similar and different.
- The student will recall missing colored object among six.
- The student will recall same colored item as stimulus color circle, given three choices.
- The student will identify from four or more pictures one seen briefly.
- The student will recall one when shown four objects or pictures which are then removed.
- The student will match both color and shape of object seen briefly.
- The student will identify mate of missing picture of a shape.
- The student will recall two colors among six.
- The student will recall same color given two choices.
- The student will match both color and shape of two objects seen only briefly.

The student will demonstrate **FIGURE-GROUND** perception.

- The student will locate stimulus object in complex picture.
- The student will locate picture among group of pictures similar in detail and configuration.
- The student will locate a specific object from a group of dissimilar objects.
- The student will locate a specific object against a cluttered background.
- The student will locate a specific object from a group of similar objects.
- The student will select an object when there is a similar background.
- The student will locate a specific object in a cluttered environment or background.

- The student will select a named object among several objects with similar configurations or from a group of similar objects when only a part of it is visible.
- The student will select a named object or picture from a background containing moderate detail.
- The student will find two related objects in picture and draw line to connect them.
- The student will locate "hidden" pictures.

USE OF EYEGLASSES

The student will demonstrate **PROPER USE OF PRESCRIBED EYEGLASSES**

- The student will tolerate and wear prescribed glasses.
- The student will properly care of prescribed glasses.

TACTUAL READINESS SKILLS

The student will demonstrate **AWARENESS OF OBJECTS**

- The student will move parts of his/her own body over pleasing textures.
- The student will retain object that is placed in his/her hand.
- The student will bring object to mouth.
- The student will play with fingers and toes.
- The student will use fingertips to gain precise information.
- The student will explore objects with one/two hands.

The Student will **LOCATE OBJECTS** in environment.

- The student will touch an object that is in contact with his/her body.
- The student will tactually search near surface to locate objects.
- The student will tactually search environment to locate objects.
- The student will obtain an object.
- The student will uncover/obtain a partially hidden object.
- The student will find a fully hidden object.
- The student will find an object after systematic search.
- The student will retrieve an object from usual location.

The student will **EXPLORE OBJECTS**

- The student will move parts of own body over pleasing textures.
- The student will retain object placed in hand.
- The student will bring object to mouth.
- The student will play with fingers and toes.
- The student will use fingertips to gain precise information.
- The student will explore objects with one/two hands.

The student will **MANIPULATE OBJECTS.**

- The student will bang, shake, squeeze, poke, and/or push objects.
- The student will play with toys – taking advantage of characteristics.

- The student will pull objects out of a container.
- The student will put objects into a container.
- The student will open a container to locate object/noisemaker.
- The student will put objects together.
- The student will unwrap objects.
- The student will precisely place objects in a confined space.
- The student will use two hands in an organized manner to manipulate objects (e.g. grasp/release, twist/turn, rotate and examine, open/close, stack, nest).
- The student will use fingers independently (e.g. use pincer grasp; probe/poke with forefinger; spread fingers; wiggle fingers independently; hold fingers together on command; identify individual fingers).

The student will **COMPARE OBJECTS** and **TEXTURES**

- The student will respond differently to warm, cold, rough, and smooth objects.
- The student will shift touch from one object to another.
- The student will match objects from a field of grossly different objects.
- The student will match objects by shape.
- The student will match objects by size.
- The student will sort textures by touch.
- The student will match textures by touch.

The student will **DISCRIMINATE OBJECTS/TEXTURES BY TOUCH.**

- The student will identify objects by touch.
- The student will demonstrate the ability to tactually discriminate between objects.
- The student will perform appropriate actions with an object.
- The student will anticipate events when given an object associated with the event.
- The student will identify objects.
- The student will tactually identify object representations.
- The student will tactually identify solid embossed shapes.
- The student will tactually identify outlines of objects.
- The student will tactually identify raised lines.
- The student will tactually identify raised symbols.
- The student will tactually discriminate symbols.
- The student will recognize and identify textures.

The student will **ORGANIZE OBJECTS**

- The student will orient self to a stationary object.
- The student will put objects away in correct places.
- The student will obtain objects for activities.
- The student will gather related objects for a task.
- The student will arrange materials for a task.
- The student will maintain neat work and personal areas.

AUDITORY READINESS & LISTENING SKILLS

The student will demonstrate **AUDITORY READINESS** skills.

- The student will respond to sounds that are loud, moderate, or soft.
- The student will turn toward voice or noise.
- The student will localize sound by pointing to sound source.
- The student will move toward noise stimulus.
- The student will attend to environmental sound.
- The student will respond to auditory directions.
- The student will locate stationary sound.
- The student will track a moving sound target.
- The student will identify and label environmental sounds.
- The student will use sound to orient to environment.

The student will demonstrate awareness that sound exists and **RESPOND TO SOUND STIMULI**.

- The student will respond to sounds that have different intensities.
- The student will turn toward sound with different intensities when presented at various distances.
- The student will localize sound by turning and looking at or point to sound source.
- The student will track a moving sound source.

The student will **DERIVE MEANING** from what is heard.

- The student will identify common familiar sounds heard throughout the student's natural environment (e.g. in the home, school, neighborhood; community; familiar voices).
- The student will demonstrate an understanding of familiar words/phrases.
- The student will repeat a word or simple phrases just heard.
- The student will identify individual voices.
- The student will identify word missing (fill in the blank).
- The student will follow 1 step commands or directions.
- The student will follow multiple step commands or directions.

The student will **IDENTIFY LIKENESSES OR DIFFERENCES** between sounds.

- The student will identify various sound stimuli with differing qualities (ex. intensity, pitch, frequency, duration or distance) as same or different.
- The student will identify various sound stimuli with similar qualities of sound (ex. intensity, pitch, frequency, duration or distance) as same or different.
- The student will discriminate between different verbal sounds (ex phonetic; single syllable; multi-syllabic; accented syllable; words).
- The student will discriminate words of different sounds.
- The student will discriminate words of similar sounds.
- The student will discriminate between various emotions (ex. angry, humorous, happy, sad, tired, excited/agitated, etc).

The student will demonstrate **AUDITORY FIGURE GROUND** skills by isolating sounds/words/phrases when presented among environmental sounds.

- The student will identify dominant sound among foreground/background noises.
- The student will follow directions among foreground/background noises.
- The student will identify direction of environmental sounds.

The student will demonstrate **AUDITORY MEMORY** skills by remembering sounds/words/stories that were heard over a period of time.

- The student will remember and repeat sound pattern (ex. 1 syllable; 2 syllable; 3 syllable; rhythmic pattern) within short intervals.
- The student will remember and repeat sounds in sequential order.
- The student will remember and repeat letters/words/number in order within time intervals.
- The student will remember and repeat familiar phrases or nursery thymes.
- The student will repeat and follow verbal commands.
- The student will remember and repeat tongue twisters.
- The student will remember and recall facts from information given within time intervals.
- The student will remember and recall details from a story heard within time intervals.

The student will demonstrate **AUDITORY CLOSURE** skills by identifying a particular word/phrase when only part of the word/phrase is verbally given.

- The student will fill in the blank when only a partial auditory stimulus is given.
- The student will indicate relationships between given stimuli.
- The student will identify word/phrase that does not belong.
- The student will identify synonyms, antonyms, homonyms, and categories of words.
- The student will incomplete phrase/sentence with missing term (noun, adjective, verb form, etc.).

The student will demonstrate **AUDITORY ASSOCIATION** skills by comparing and relating words/sounds to one another

- The student will identify similarities/differences between words/sentences/ paragraphs/poems
- The student will isolate an idea from what is heard summarize and then compare to another cluster of information.

The student will demonstrate **AUDITORY COMPREHENSION** by developing meaning from a lengthy passage using skills already learned

- The student will identify purpose of listening and respond to specific questions.
- The student will attend to speaker and select the information required.
- The student will respond to specific questions pertaining to information given.
- The student will select items of information which are pertinent and respond.
- The student will determine motives behind the actions of the speaker and respond.
- The student will be able to follow the development of ideas and then settle on the main premise of what was heard.
- The student will be able to assess what is hear against personal experience and select what is pertinent and/or relevant.

Assistive Technology Skills

MAGNIFIER

The student will demonstrate **PROPER CARE** of magnifiers.

- The student will demonstrate proper care of the magnifier.
- The student will identify the purpose of the magnifier.
- The student will store and retrieve the magnifier in a safe and appropriate manner.
- The student will clean the magnifier appropriately.
- The student will assume responsibility for the magnifier.
- The student will communicate purpose and name of magnification aid.

The student will demonstrate **BASIC USE OF MANGIFIER**

- The student will adjust focal length of magnifier from eye to page appropriately.
- The student will position self for best viewing using magnifier.
- The student will explore properties of a magnifier.
- The student will hold the magnifier properly.
- The student will coordinate the hand, head, and eye movements specific to the type of magnifier.
- The student will position fixed viewing magnifier on page.

The student will **INDEPENDENTLY USE** a magnifier for reading and gathering information visually.

- The student will initiate use of prescribed magnifier(s).
- The student will spontaneously use the device at appropriate times.
- The student will anticipate need for and obtains device prior to activity.
- The student will stabilize reading material.
- The student will access a variety of print formats.
- The student will recognize and maintain focal length for magnifiers that are adjustable focal length.
- The student will coordinate hand, head, and eye movements appropriate to type of magnification used.
- The student will use the magnifier to read on a flat surface.
- The student will read a variety of print formats.
- The student will track at a speed which allows for reading commensurate with reading level.
- The student will develop stamina for the duration of an age- or grade- appropriate assignment.
- The student will select the appropriate magnifier for the task.
- The student will use the magnifier for non-print activities.
- The student will use a systematic scanning method for tracking lines of print.

MONOCULAR

The student will demonstrate **BASIC USE MONOCULAR**.

- The student will hold the monocular telescope properly.
- The student will communicate the purpose of the monocular telescope.
- The student will clean the monocular telescope appropriately.
- The student will assume responsibility for the monocular telescope.
- The student will store the monocular telescope in a convenient location for quick retrieval.
- The student will initiate use of the monocular telescope.
- The student will position self for optimal viewing with/without the monocular telescope.
- The student will adjust the focus of the monocular telescope for objects at varying distances.

The student will **EFFICIENTLY USE MONOCULAR**.

- The student will focus the monocular telescope on a stationary object.
- The student will identify object with the monocular telescope.
- The student will identify pictures with the monocular telescope.
- The student will scan the environment and locate stationary objects without the monocular telescope.
- The student will locate stationary objects with the monocular telescope.
- The student will scan on a horizontal/vertical plane, using landmarks to find stationary objects.
- The student will scan with the monocular telescope to locate signs/symbols/objects in a variety of planes.
- The student will copy familiar symbols using the monocular telescope.
- The student will track movement at a consistent focal distance using the monocular telescope.
- The student will incorporate focusing and track an object moving through a variety of focal planes using the monocular telescope.

The student will use a telescopic distance aid to **OBTAIN VISUAL INFORMATION** in the environment for travel/classroom tasks.

- The student will use low vision tools to access distance print.
- The student will locate specific items with the device.
- The student will focus the device effectively for varying distances.
- The student will use systematic visual scan and search methods with the device.
- The student will track to follow moving objects or people.
- The student will spontaneously use the device at appropriate times.
- The student will spot (localize, focus, identify) isolated target.
- The student will visually trace lines from left to right.
- The student will trace variety of lines in all directions across planes.
- The student will track moving object at close, medium and far distances.
- The student will track/scan for reading.
- The student will efficiently refocus monocular while tracing and tracking.
- The student will use systematic scanning tech. while searching for target.
- The student will copy symbols or words from distance targets.
- The student will demonstrate increased speed, stamina & proficiency w/ near tools.
- The student will demonstrate increased speed, stamina & proficiency w/ distance tools.
- The student will state purpose, power and range of focus.

VIDEO MAGNIFIER

The student will demonstrate an understanding of the **BASIC FUNCTIONS** of the Video Magnifier.

- The student will bring various size print "in focus" while using a Video Magnifier (CCTV).
- The student will change the image size and then focus using a Video Magnifier (CCTV).
- The student will locate an image on a print page and focus using a Video Magnifier (CCTV).
- The student will move x-y tray horizontally to scan row.
- The student will move x-y tray vertically to scan columns.
- The student will operate magnification and focus appropriately for a variety of tasks, according to visual needs.
- The student will identify and use all controls on a Video Magnifier (CCTV).
- The student will self-initiate preferred features of a Video Magnifier (CCTV).
- The student will adjust controls appropriately for visual needs for a variety of reading and writing tasks.
- The student will use line markers to maintain place.

The student will use an electronic magnifier to complete **READING ASSIGNMENTS**.

- The student will independently operate the x-y tray horizontally to scan a row of pictures, letters, or numbers.
- The student will independently operate the x-y tray horizontally and vertically to track rows of pictures, letters, and sentences.
- The student will locate information on a printed page on the monitor by independently operating the x-y tray.
- The student will operate magnification and focus appropriately for a variety of tasks, according to visual needs.
- The student will identify and use all controls on an electronic magnifier.
- The student will use line markers to maintain place on a line/table/chart.

use an electronic magnifier to complete **WRITING ASSIGNMENTS**

- The student will copy/draw shapes using the electronic magnifier.
- The student will draw lines to connect pictures presented in two columns.
- The student will write sentences on lined paper using an electronic magnifier.
- The student will complete writing assignments using an electronic magnifier.
- The student will adjust controls appropriately for visual needs for a variety of writing tasks.

AUDIO MATERIALS

The student will demonstrate the ability to **ACCESS & NAVIGATE AUDIO MATERIALS**.

- The student will adjust speed.
- The student will adjust volume.
- The student will go to specific page.
- The student will move throughout the document.
- The student will set heading level navigation.
- The student will place a bookmark.
- The student will move between bookmarks.

- The student will identify location in a book.
- The student will navigate to the beginning of the book.
- The student will listen to selected audio book for leisure reading.

QWERTY KEYBOARD

The student will use a computer **QWERTY KEYBOARD**.

- The student will locate the home row position with correct fingering.
- The student will type the home row letters.
- The student will type all letter keys.
- The student will use the shift key to capitalize with either hand.
- The student will use punctuation keys to write sentences.
- The student will type numerals on the upper row using correct fingering.
- The student will type number keys with shift to produce symbols.
- The student will use delete and backspace key.
- The student will use additional computer keys (function keys, control, alt, insert, delete, windows, home, end, page up/down).
- The student will type with increased accuracy.
- The student will type with increased speed.

BRILLE NOTETAKER

The student will demonstrate the ability to successfully **USE A BRILLE NOTETAKER**.

- The student will turn device on/off.
- The student will orient to braille keypad/qwerty.
- The student will locate keys (previous, back, forward, next, etc.).
- The student will locate braille display.
- The student will locate ports: serial, parallel, and power.
- The student will connect device to printer, embosser, power.
- The student will use navigational commands.
- The student will use reading commands.
- The student will use general commands.

iOS TABLET

The student will demonstrate ability to access an **IOS TABLET**.

- The student will use of accessibility features.
- The student will access digital print.
- The student will download e-books.
- The student will communicate using device.
- The student will pairing with braille notetaker.

COMPUTER ACCESS

The student will demonstrate **BASIC COMPUTER USE** skills.

- The student will demonstrate basic computer skills (ie shutting down, etc.).
- The student will use of standard printer.
- The student will use of braille embosser + translation software.
- The student will demonstrate use of scanner.
- The student will use built in accessibility features.

The student will independently utilize a **SCREEN MAGNIFICATION** program to access software.

- The student will activate/deactivate and minimize the program.
- The student will increase/decrease magnification levels.
- The student will adjust colors to preferred type.
- The student will utilize the help tool.
- The student will scroll the windows to located desired information.

The student will independently use a **SCREEN READER** to access computer.

- The student will be able to load software.
- The student will be able to turn voice on/off.
- The student will be able to adjust (speed, pitch, volume).
- The student will be able to navigate within a document.
- The student will read by characters, words, lines, sentences and paragraphs.
- The student will be able to access the help file/manual to troubleshoot.

The student will independently use **WINDOWS KEYSTROKES** necessary for needed applications.

- The student will log on to the network.
- The student will move between the start button, desktop and taskbar (F6 or TAB).
- The student will open the start menu (Windows key or Control + ESC).
- The student will use the start menu/desktop icons to open programs.
- The student will display the contents of a drop-down list (Alt + Down arrow).
- The student will select choice on an icon or from a drop-down list (Enter).
- The student will mark or clears radio buttons (Spacebar).
- The student will close a dialog box or drop-down menu (Escape).
- The student will activate an applications menu bar (F10 or Alt).
- The student will close applications (Alt + F4).
- The student will maximize a window (Shift + Windows + M).
- The student will minimize a window (Windows + M).
- The student will switch between applications (Alt + Tab).
- The student will get help (F1).
- The student will use additional keystrokes needed to navigate the computer.

PRODUCTIVITY TOOLS

The student will demonstrate the ability to use **PRODUCTIVITY TOOLS**.

- The student will demonstrate ability to use word processing.
- The student will demonstrate ability to use spreadsheets.
- The student will demonstrate ability to use powerpoint.
- The student will demonstrate ability to produce assignments in variety of formats.

The student will demonstrate the ability to use **WORD PROCESSING SOFTWARE** to complete written assignments.

- The student will create a new document.
- The student will move to menu and select from drop-down boxes.
- The student will name and save a document.
- The student will print a document.
- The student will open a document.
- The student will close a document.
- The student will move to beginning of line or document.
- The student will move to end of line or document.
- The student will select text.
- The student will cut highlighted items.
- The student will copy highlighted items.
- The student will paste highlighted items.
- The student will undo a previous action.
- The student will use spell check.
- The student will proofread and edit document.
- The student will change character format: font, size, typeface.
- The student will change paragraph alignment.
- The student will format bullets and numbering.
- The student will create a table.
- The student will use the thesaurus.
- The student will format pages: headers, footers, page numbers.
- The student will access the help file.
- The student will produce a written document.

ACCESS INTERNET

The student will independently use the **INTERNET** to complete school assignments.

- The student will demonstrate ability to email.
- The student will demonstrate ability to open a web browser.
- The student will demonstrate ability to read a web page.
- The student will demonstrate ability to activate a link.
- The student will demonstrate ability to utilize the search command in search engine.
- The student will demonstrate ability to type in an internet address.
- The student will demonstrate ability to move forward and back.
- The student will demonstrate ability to locate a page in the favorites.
- The student will demonstrate ability to access and use social media.
- The student will demonstrate ability to download ebooks.

Social Skills

COMMUNICATION

The student will demonstrate appropriate **NON-VERBAL COMMUNICATION** skills.

- Face the person he/she is interacting with or make eye contact during social exchanges.
- Develop good body posture.
- Respect others personal space.
- Develop socially appropriate gestures & facial expressions.
- avoid socially inappropriate behaviors/mannerisms.

The student will demonstrate appropriate **COMMUNICATION SKILLS**.

- Initiate positive interactions.
- Develop conversation skills.
- Demonstrate social reciprocity.
- Respond to positive & negative feedback.
- Uses cues (peers, adults, enviro) in order to interact.
- Respond to and/or make compliments.
- Demonstrate an understanding of sarcasm.
- Thank you notes and other letters.

SOCIAL INTERACTION SKILLS

The student will develop **APPROPRIATE SOCIAL SKILLS**.

- The student will refrain from engaging in socially unacceptable mannerisms.
- The student will accept a substitute activity that replaces a socially unacceptable mannerism.
- The student will identify conventional gestures used in social contexts.
- The student will use nonverbal behaviors to indicate interest in speakers.
- The student will use a wide variety of nonverbal behaviors to communicate more effectively.
- The student will respect personal space of others.
- The student will make contact according to cultural norms.
- The student will turn face to speaker and maintain social interaction.
- The student will use a tone of voice that is appropriate to the setting.
- The student will recognize behaviors that can cause social isolation.

The student will develop **EMOTIONAL AWARENESS**.

- The student will use a familiar object for comfort when tired or in a stressful situation.
- The student will display a range of behaviors that appear expressive of feelings.
- The student will communicate to another person when upset, uncomfortable, or in pain.
- The student will respond appropriately to tone of voice.
- The student will express strong emotions safely.
- The student will identify a range of emotions.
- The student will display body language and facial expressions that correspond with emotions.

- The student will use physical activity to release negative emotions and excess energy in socially acceptable ways.
- The student will express emotions in a degree appropriate to the cause, setting, and severity of the situation.
- The student will demonstrate affection in socially acceptable ways, considering the person, place, and situation.

The student will demonstrate positive and accurate **SELF-CONCEPT**.

- The student will recognize and respond to name.
- The student will state own name.
- The student will state basic information about self.
- The student will indicate awareness of abilities and limitations unrelated to their vision.
- The student will discuss personal likes and dislikes.
- The student will evaluate own personality traits.
- The student will provide basic information as to own ethnic origin, religious preference, and family background.
- The student will evaluate own personality traits, and attempt to modify those that are not functional.
- The student will express realistic views of own capabilities and limitations.
- The student will show pride in personal achievements.
- The student will obtain and use an identification card.
- The student will demonstrate confidence in own decisions, values, and beliefs.

The student will effectively **WORK WITH ADULTS**.

- The student will respond to adults attempt to interact.
- The student will initiate interactions with an adult.
- The student will address parents or other familiar adults by name.
- The student will comply with simple directions and limits from adults.
- The student will respond to an adult's attempt to interact.
- The student will demonstrate the ability to differentiate between familiar adults and strangers.

The student will effectively **WORK WITH PEERS**.

- The student will respond to the presence of a peer.
- The student will engage in same activity with peer.
- The student will greet peers.
- The student will initiate interactions with peers.
- The student will respond to someone who is initiating a conversation.
- The student will share toys or other items with peers.
- The student will use peer as a resource.
- The student will take turns.
- The student will contribute to group discussions/activities.
- The student will initiate, continue, develop, and conclude conversations.
- The student will demonstrate skills for resolving conflict.
- The student will discuss the concepts of role models and/or mentors for self.
- The student will discuss the concept of "networking," and demonstrate an understanding of its value.

- The student will initiate and respond to farewells and greetings with familiar people.
- The student will respond to someone who is initiating a conversation.
- The student will initiate personal involvement in group activities.

The student will demonstrate **COURTEOUS BEHAVIOR**.

- The student will use conventional courtesy when refusing others requests.
- The student will apologize to others when appropriate.
- The student will respect group leader/speaker.
- The student will orient to and attend to leader/speaker.
- The student will sustain group involvement.
- The student will use people's correct names and titles when addressing them.
- The student will introduce self to others and introduce people to each other.
- The student will interrupt a speaker in a socially acceptable manner when necessary.
- The student will give compliments to others.
- The student will identify socially acceptable and unacceptable behaviors.
- The student will use acceptable language with consideration for the person or people present, the setting, and the social situation.
- The student will differentiate socially acceptable and unacceptable behaviors in a variety of situations. The student will obtain information from others about appropriate behavior in unfamiliar settings.
- The student will recognize sarcasm, and respond in an effective manner.
- The student will use appropriate manners (e.g., please, thank you).
- The student will follow classroom and school routines and procedures.

The student will demonstrate skills in **PROBLEM SOLVING, DECISION MAKING, AND PLANNING**, and decreased teacher prompts.

- The student will make choices about objects or activities for new or unfamiliar people, objects, or events.
- The student will accept help from others.
- The student will request assistance with a problem.
- The student will plan and carry out a routine activity that involves multiple steps.
- The student will negotiate with others to resolve problems.
- The student will identify and evaluate alternative ways of solving problems.
- The student will identify community resources and access those services.

The student will demonstrate skills in receiving **FEEDBACK FROM OTHERS**.

- The student will learn the importance of feedback from others for personal growth.
- Student will demonstrate understanding that others' feedback may or may not be accurate, and only you can decide how to use the information that you receive from others.
- Student will learn how to solicit information from others to help you analyze the feedback that you have received (i.e., what behaviors by you may have contributed to their feedback).
- Student will use feedback from others to help set initial personality goals (how to improve oneself over time).

Independent Living Goals

PERSONAL CARE

The student will participate in **EYE CARE** activities.

- The student will cooperate in eye care activities (e.g., keeps eye patch on, properly stores glasses or other optical devices).
- The student will adhere to safety precautions in all eye care practices.
- The student will report own visual functioning and eye-care needs.
- The student will know symptoms and preventative practices regarding vision.
- The student will know the name of the personal eye care specialist.
- The student will generally explain how eyes work.
- The student will skillfully insert eye prosthesis, if applicable.
- The student will attend to own eye care needs without reminders (e.g., optical devices, prosthesis, eye drops, medication).
- The student will ask questions of eye specialist for clarification of eye health care directions (e.g., medication, low vision devices).
- The student will differentiate among types of vision specialists (i.e., optometrist, optician, ophthalmologist).
- The student will contact eye care specialist for specific vision problem.

The student will participate in **PERSONAL CARE** activities.

- The student will use labels on personal care items.
- The student will recognize own personal care items from those of others.
- The student will recognize and uses cosmetic techniques for improving appearance.
- The student will describe dietary/nutritional principles.
- The student will describe the physical changes in male and female bodies as they mature.
- The student will can describe process of menstrual cycle and related personal care (female).
- The student will explain human reproductive process using models and graphics.
- The student will independently perform personal care activities (e.g., shaving, grooming, nail care, shoe care, clothing care).
- The student will give the name of doctor and knows names and purpose of medications.
- The student will participate in basic first aid class.

The student will participate in **HYGIENE/APPEARANCE** activities.

- The student will take care of personal hygiene needs with assistance.
- The student will comb own hair.
- The student will brush own teeth.
- The student will bathe self.
- The student will label, organize and maintain own order for personal items.
- The student will comb and style own hair (with assistance in styling).
- The student will discuss effect of personal dress or demeanor on others (e.g., hygiene, body language).
- The student will apply own makeup and nail polish (female).
- The student will independently shave.

- The student will make appointments with personal service persons (e.g., hair stylist/barber).

The student will demonstrate proficiency in **EATING & TABLE MANNERS**

- The student will use utensils correctly.
- The student will unwrap wrapped food before eating.
- The student will identify where specific foods are on plate.
- The student will use appropriate table etiquette/manners.
- The student will eat difficult foods (taco, hot dog, spaghetti, etc.).
- The student will serve own food at table.
- The student will apply condiments to food.
- The student will pour from a variety of containers w/o spillage.
- The student will demonstrate appropriate dining out skills.

The student will participate in **DRESSING** activities

- The student will dress self, including Velcro[®], zippers, shoe laces.
- The student will know what clothing is appropriate for different weather conditions.
- The student will help to select clothing.
- The student will identify clothing colors by labels or markings.
- The student will color coordinates own clothes.

INDEPENDENT LIVING SKILLS

The student will complete **HOUSEKEEPING SKILLS**.

- The student will empty waste basket into larger trash container.
- The student will replace the liner in waste basket.
- The student will clean the floor independently.
- The student will replace used items to proper places at school when prompted.
- The student will wipe up spills independently.
- The student will recognize household cleaning supplies and personal items by labels/markings.
- The student will perform basic household chores on a weekly basis (vacuum, dust, mop, wash laundry).
- The student will label, organize and maintain an organization for utensils, tools and supplies.
- The student will drop trash in a wastebasket.
- The student will stack dishes.
- The student will scrape plates and put trash in trash cans.
- The student will wipe a tabletop, counter, or other small area.
- The student will wash, rinse, and drain dishes, flatware, pans, and utensils by hand.
- The student will identify and use appropriate cleansers for common cleaning needs.
- The student will use a vacuum cleaner.
- The student will create a chart to track particular days of the week in which certain chores need to be completed.
- The student will clean a large table and floor area using a "grid" pattern or a double-cross method.
- The student will clean a large table and floor area using a bar pattern, i.e. sweep one path, deposit dirt at the end of the path, then return to the starting point, take a large step backward, and move toward the same wall again, repeating the process.

- The student will generate the chores that need to be done at home and school.

The student will participate in **CLOTHING MANAGEMENT** activities.

- The student will place soiled clothes in appropriate place.
- The student will participate in purchasing own clothing.
- The student will sew on buttons and makes simple repairs to own clothing.
- The student will sort laundry.
- The student will wash, dry, and fold.
- The student will store clothing in drawers/closet.
- The student will iron clothing.

The student will demonstrate **MONEY MANAGEMENT** by participating in consumerism activities.

- The student will sort and matches coins.
- The student will identify coins by value.
- The student will identify bills using a folding system.
- The student will organize money in own wallet for retrieval (single dollar bills, five's, tens, etc.).
- The student will check on value of bills received from strangers (asking verbally is ok).
- The student will manage an allowance.
- The student will visit different stores (brick and mortar, catalog and online) to become familiar with different prices.
- The student will pay for purchases (e.g., candy/toy).
- The student will use coin-operated machines correctly (i.e., phones, vending, etc.).
- The student will correctly round off money amounts.
- The student will plan spending/saving strategy for allowance and/or salary.
- The student will handle own money in making purchases.
- The student will estimate total cost of purchase.
- The student will order meal at fast food restaurants or cafeterias.
- The student will shop with supervision for personal and family items in familiar stores.
- The student will tell how to obtain clothing/household items in local community (e.g., names and locations of stores, types of services, and merchandise offered).
- The student will demonstrate money management skills in paying bill and tip at a restaurant.
- The student will shop in unfamiliar store, seeking assistance to locate basic items (with supervision).
- The student will compare prices/quality of merchandise.
- The student will make change up to \$20.
- The student will plan and follows a budget.
- The student will use banking services (e.g., checking, savings, etc.).
- The student will make change for large purchases (under \$100).
- The student will list pros and cons of credit and debit cards.
- The student will operate an ATM machine commensurate with peers.
- The student will can purchase items (e.g. over the phone, on internet, from catalog).
- The student will correctly use a calculator and/or abacus in daily living situations.
- The student will report relative costs of daily living (e.g., housing/food).
- The student will send equipment to appropriate service centers for repairs.
- The student will keep and organizes a shopping list in a read back format.

- Given a reasonable budget for a meal, the student will choose a meal that either they or an adult will prepare and complete a grocery list for the items needed to prepare the meal.
- The student will price the items needed for a meal, making use of a customer service representative, if necessary, to find the items on the list and discuss whether budget will cover the cost of the groceries.
- The student will compute the budget needed for groceries for one day, then for a weekend, and then for a week.

The student will participate in **FOOD PREPARATION** activities.

- The student will unwrap packaged foods.
- The student will explore storage containers and labels.
- The student will use tools to open variety of bags/cans/containers.
- The student will pour from a variety of containers.
- The student will measure dry and liquid ingredients.
- The student will safely operate appliances.
- The student will clean fruits and vegetables.
- The student will follow a simple recipe.
- The student will prepare simple meal.
- The student will plan a week of meals in advance.
- The student will operate various special appliances (can opener, sewing machine, coffee/tea brewer, popcorn maker, food processor).
- The student will safely operate household appliances.
- The student will demonstrate safety in using electric and gas appliances.

The student will participate in **SAFETY** awareness activities.

- The student will open and close door latches and locks.
- The student will cite dangers of fires, hot stoves, matches, etc.
- The student will tell correct purpose of fire alarm/smoke detector.
- The student will use/care for fire alarms, smoke detectors, extinguisher.
- The student will demonstrate safe use of household tools and supplies (e.g. shovel, rake, hammer, screw driver).
- The student will state home address and phone number.
- The student will safely plug in/unplug appliances.
- The student will give directions to own home.
- The student will safely operate household appliances.
- The student will safely use/store potentially harmful materials.
- The student will demonstrate the safety procedures associated with: sharp objects, heat-producing appliances, breakable items, slippery surfaces, medication, and poisonous substances.
- The student will give names of parents/caregivers.
- The student will safety plug in/unplugs appliances appropriate for age.
- The student will know emergency terminology (i.e., can correctly describe emergency situations for 911 calls).
- The student will give directions to own home.
- The student will know safety precautions in the event of emergency (e.g., fire, storm, tornado, burglary, or car accident).

- The student will demonstrate function, appropriate use, and dangers of common household appliances (e.g., stove, microwave, toaster oven, fans).
- The student will safely operate household appliances (including vacuum, dishwasher, washer/dryer).
- The student will report on where and how to obtain emergency assistance (e.g., police, fire department, ambulance service).
- The student will demonstrate safety in using electric and gas appliances.
- The student will demonstrate basic first aid.
- The student will recognize a medical emergency (e.g., heart attack, choking).
- The student will safely retrieve, use, and store potentially harmful materials (i.e., cleaners, pesticides).
- The student will recognize a medical emergency (e.g., heart attack, choking).

The student will demonstrate skills in using a **TELEPHONE**.

- The student will answer telephone appropriately.
- The student will know how to touch/dial 911 or emergency number.
- The student will access telephone number of friends using personal directory.
- The student will use telephone for information/assistance (e.g., directory information, time, emergencies).
- The student will take and records messages in readback medium.
- The student will place directory assisted and non-assisted long-distance calls.
- The student will use phone to access information (travel, library, etc.).
- The student will know how a telephone credit card and calling card work.

Recreation & Leisure Goals

The student will **PLAY WITH TOYS & MATERIALS** with peers, without adult intervention.

- The student will choose an object to play with when presented with two options.
- The student will choose a play activity when presented with several familiar options.
- The student will play simple card, board and table games.
- The student will imitate play.
- The student will take turns in play.
- The student will use adaptive techniques (e.g., having a buddy when playing tag, asking a peer or adult to clap hands at finish line or relay game, etc.) in order to participate with sighted peers.
- The student will utilize adapted games/materials during classroom free time.
- The student will use variety of adapted and non-adapted materials and equipment for play.
- The student will ask for assistance in a socially acceptable manner during leisure time activities.
- The student will participate in clubs and activities.
- The student will identify and choose appropriate leisure activities and hobbies.
- The student will play age appropriate games enjoyed by peers.
- The student will cooperate with team activities.
- The student will manage their own leisure time.

The student will participate in **RECREATIONAL ACTIVITIES** and popular games

- The student will investigate & Explore games and activities.
- The student will demonstrate knowledge of games and rules.
- The student will develop hobbies and interests.
- The student will understand game strategies/patterns of popular ball games (e.g., softball, football).
- The student will list social activities available in neighborhood (e.g., dancing lessons, scouts, or clubs).
- The student will list community activities for visually impaired persons (e.g., goal ball, beep basketball).
- The student will list resources to obtain recreational reading materials.
- The student will list an array of hobbies and leisure activities in which she/he can participate.

Self Determination Goals

The student will demonstrate **KNOWLEDGE OF DISABILITY & NEEDS**

- The student will answer questions about being visually impaired in a polite manner.
- The student will communicate their visual diagnosis in lay terms.
- The student will explain the purpose of related services that are being provided.
- The student will name and describe their visual impairment.
- The student will tell unique needs to unfamiliar adults/peers.
- The student will identify type and cause of visual impairment.
- The student will identify vocabulary related to their visual impairment.
- The student will inform teachers about their visual impairment.
- The student will explain personal visual restrictions and side effects.
- The student will communicate limitations in specific sports due to etiology/doctor's recommendations.

The student will identify **NEED FOR ASSISTANCE OR ADAPTATIONS**

- The student will ask for assistance when needed.
- The student will indicate personal needs for adaptations.
- The student will identify visual needs/accommodations to teachers/staff
- The student will ask for assistance when needed.
- The student will politely request assistance in new settings.
- The student will ask an appropriate person for assistance.
- The student will solicit information/assistance from appropriate persons in various settings.

The student will **ACCESS READERS.**

- The student will obtain readers in the public school.
- The student will discuss where and how to find readers.
- The student will discuss the types of materials that need to be read and set goals for them such as: times, amounts per sessions, media, what has to be in place before the reader arrives.
- The student will prepare a list of questions needed for interviewing readers.
- The student will prepare a budget or a list of favors for paying readers.
- The student will discuss how long reading sessions should be.
- The student will prepare a list of reading features that readers have that you prefer.
- The student will use a reader effectively.

The student will demonstrate **SELF ADVOCACY SKILLS.**

- The student will inform another person when he can do something independently and does not want assistance.
- The student will ask for academic materials/equipment to appropriately match personal needs.
- The student will express preferences for learning materials and formats presented in a variety of environments (e.g., braille menu, adapted software).
- The student will communicate eye fatigue and/or time limits during reading activities.
- The student will communicate need for creating an environment which has fewer auditory distractions.

- The student will seat self at the most appropriate location for class activities, according to visual needs.
- The student will move self to/request close view of materials presented at a distance.
- The student will identify strategies that assist in performing near/distance tasks
- The student will use large print texts, tests, and classroom materials.
- The student will tell a teacher when he/she does not understand what has been presented.

The student will demonstrate **PROBLEM SOLVING SKILLS FOR VISUAL NEEDS.**

- The student will identify steps to be taken if visual problems arise.
- The student will raise hand to solicit assistance.
- The student will raise hand to gain attention.
- The student will ask a peer for assistance.
- The student will ask a peer to be a reader.
- The student will ask a peer to take notes.
- The student will request seating/workspace needs from classroom teacher.
- The student will request extended time for assignments/test.
- The student will utilize strategies for maximizing visual efficiency to complete classroom tasks (e.g. positioning materials, highlighting, using a line marker, peer reader) .
- The student will express preferences for types of learning materials/learning formats presented by the teacher.
- The student will use skills for modifying environment (e.g., increasing or modifying illumination for specific task).
- The student will independently select from available adaptive materials relevant for learning situations.

The student will **DETERMINE APPROPRIATE ACCOMMODATION** to complete a variety of tasks.

- The student will use a variety of reading devices (e.g., magnifier, video magnifier, etc) to develop reading flexibility with regular print.
- The student will develop a method for identifying math notations (including fractions, decimals, percentages, etc.).
- The student will report print size needed for optimal personal efficiency.
- The student will access variety of formats which may be used on tests, worksheets, high-stakes testing, etc. (e.g. true/gales, multiple choice, columns).

The student will demonstrate **RESPONSIBLE USE AND CARE OF DEVICES**

- The student will properly care for AT tools.
- The student will store and retrieves device when needed.
- The student will use appropriate tool for the task.

The student will **PROBLEM SOLVE RELATED TO ASSISTIVE TECHNOLOGY**

- The student will use problem solving methods when tech fails.
- The student will check cable connections.
- The student will reboot.
- The student will call tech support.
- The student will recharge device.

- The student will know when to ask adult for help.
- The student will change batteries (if applicable).
- The student will use problem solving methods when equipment malfunctions.
- The student will report how to acquire, repair, maintain tool.

The student will contact **VENDORS & ACCESSIBLE INSTRUCTIONAL MATERIAL AGENCIES** when needed.

- The student will identify resources for adapted materials.
- The student maintains a list of sources and procedures for obtaining adapted books, magazines, newspapers.
- The student will keep a file on vendors for purchasing/repairing materials and equipment.
- The student will know more than one agency that supplies adapted materials, and explains procedures for acquiring them.
- The student will list names of agencies that are personally helpful.
- The student will identify the registration process for the Library for the Blind and Physically Handicapped.
- The student will register with the state library to borrow books.
- The student will order book titles independently from the State Library/Recordings for the Blind.
- The student will receive and return books, tapes, and disks. Independently through the mail.
- The student will specify materials needed within reasonable time (i.e., plans ahead).
- The student will complete long-term projects by analyzing tasks, organizing them, acquiring materials, and managing time.
- The student will download open source books from the internet.
- The student will complete a search for books on the Louis database at the aph.org website.

The student will contact **SERVICE AGENCIES** when needed.

- The student will articulate their personal goals.
- The student will communicate on a scheduled basis with the transition caseworker.
- The student will identify Supplemental Security Income (SSI) benefits and the advantages and disadvantages of obtaining them.
- The student will research community organizations and develop a list in the appropriate media.
- The student asks for clarification when seeking information from agencies.

Career & Vocational Goals

JOB & CAREER

The student will demonstrate understanding of **RULES**

- The student will review and discuss the purpose of the rules.
- The student will discuss a problem and identify possible solutions.
- The student will follow classroom and school rules.
- The student will follow a direction that involves a time delay (ex. after, then)
- The student will pick up materials and return them to where they belong before beginning a new activity.

The student will **ACTIVELY PARTICIPATE IN IEP PROCESS.**

- The student will participate meaningfully in his own IEP meetings by making a list of their strengths, collecting supporting documents, and identifying at least one area in which they would like to improve during the forthcoming year.
- The student will read or orally present this information to the members of the IEP team at the start of the discussion of the current level of performance.
- The student will sign the final documents of the IEP as a participant.
- The student will track progress on own IEP objectives using media necessary.
- The student will keep a journal describing their results and their feelings when they reach a goal, get "stuck" at a plateau, or backslide.

The student will demonstrate **AWARENESS OF JOBS.**

- The student will perform chores at home and school.
- The student will participate in community activities (food drive, etc.).
- The student will participate in community organizations.
- The student will participate in volunteer work.
- The student will complete a job interest inventory to determine areas of interest.
- The student will complete trips to job-shadowing sites.
- The student will discuss how people find jobs.
- The student will list at least five possibilities for future employment.
- The student will role play personal interviews.
- The student will complete forms/applications correctly.
- The student will explore training needs and work needed to achieve goal.
- The student will secure references and recommendations.
- The student will ask questions of employees whom they encounter about the ways they found their jobs.
- The student will arrange field trips to work sites where tasks of interest are expected of employees.
- The student will shadow workers with jobs that match their interests.
- The student will make connections between skills needed for jobs of interest and their own skill areas.
- The student will gain access to help-wanted ads in newspapers and obtain applications from businesses that have help-wanted signs.

- The student will list the jobs for which they receive an allowance.
- The student will explain the rules related to earning their allowance.
- The student will ask his employer for letters of reference.

The student will demonstrate understanding of skills needed to **MAINTAIN JOB**

- The student will follow simple/complex class and school rules.
- The student will initiate & complete assignments on time.
- The student will assume responsibilities.
- The student will demonstrate awareness of job modifications needed.
- The student will demonstrate understanding of laws regarding persons with disabilities.

The student will **PRACTICE SKILLS LEARNED** on job sites.

- The student will role play or create a drama describing the jobs they have observed and any interactions the employees might have had with customers, superiors, and coworkers.
- The student will measure and record an activity that the student has mastered, such as collating and stapling papers, alphabetizing student work, or erasing the chalkboards.
- The student will establish a goal for personal improvement on a mastered activity.
- The student will discuss the importance of working quickly, or at a pace that approximates the speed at which others perform the same tasks, and identify (using the process that was described at the beginning of this section) strategies for increasing their working rates.

TRAVEL

The student will develop an **UNDERSTANDING OF BEING A NON-DRIVER.**

- The student will describe the functional implications of their visual impairments for travel.
- The student will identify social aspects of being a non-driver experienced by adult non-drivers.
- The student will describe their visual needs to others during travel.
- The student will identify reasons why persons with and without disabilities do not drive.
- The student will share experiences and feelings associated with being told they cannot obtain a driver's license.
- The student will identify potential personal reaction to non-driving that affect decisions concerning levels of independence and activity.
- The student will describe the sequence of independent travel for sighted children and adolescents.

The student will gather information on **LOW VISION AND BIOPTIC DRIVING**

- The student will determine whether they meet the visual requirements of their state pursue driving with low vision.
- The student will obtain the clinical low vision evaluation that is needed to determine whether they will meet the aided visual requirements of their state to pursue driving with low vision.
- The student will have knowledge of a variety of bioptic telescopic systems and how they are used in the process of low vision driving.
- The student will understand some of the differences between driving with low vision and driving with typical vision.

- The student will understand some of the legal and self-imposed restrictions in driving experienced by low vision drivers.

The student will **ACCESS TRANSPORTATION**

- The student will identify destinations where they believe they are capable of traveling.
- The student will discuss how non-drivers access transportation and how these methods influence their lifestyles.
- The student will describe how non-drivers with different lifestyles structure their lives to access transportation.
- The student will demonstrate skills in hiring, scheduling, directing, and firing a driver.
- The student will identify the advantages and disadvantages of personal methods of travel.
- The student will describe considerations for non-drivers using personal methods of travel.
- The student will identify the advantages and disadvantages of public methods of travel.
- The student will solicit information from public transit operators regarding transportation scheduling, costs, routes, etc.
- The student will demonstrate skills in asking for and declining rides.
- The student will identify the advantages and disadvantages of hired methods of travel.
- The student will solicit information from operators and drivers regarding transportation scheduling, costs, routes, etc.

The student will create and follow **ROUTES AND DIRECTIONS**

- The student will use different resources to plan a route.
- The student will create a set of directions for personal use.
- The student will create a set of directions to share with others.
- The student will calculate the time, distance, and cost for short and long-distance trips.