




Thinking Outside of the IEP: Fostering Effective Socialization through Extracurricular Skill-Building Experiences

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**Allyson Bull, M.Ed., TVI, COMS
Director of Orientation and Mobility
Massachusetts Commission for the Blind (MCB)
Blind**

**Courtney Wescott, M.Ed., COMS
Associate Director of Outreach Short Courses
Perkins School for the**



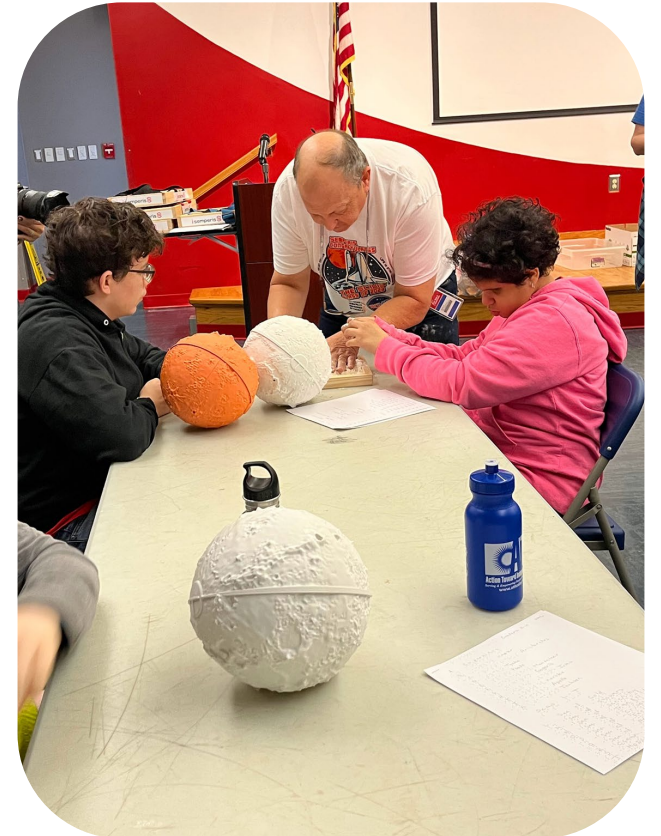
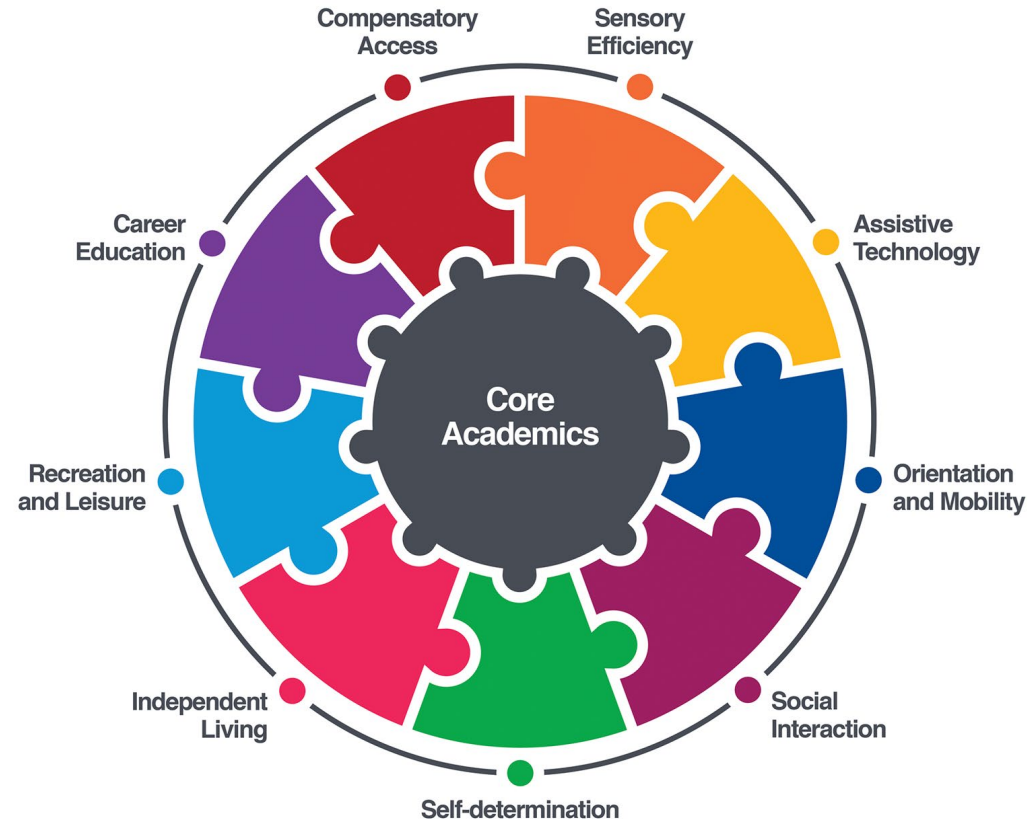
Goal of this Presentation


Thinking outside of the box to address Expanded Core Curriculum (ECC) skills across a range of environments. Recognize ways to set students up for success related to these skills, outside of the classroom.

Session Objective:

- Identify the benefits of transition-age socialization programs,
- Understand the importance of generalization of social skills across all environments,
- Different ways to engage your students to foster socialization through skill building experiences, and
- Learn about unique programming!

Expanded Core Curriculum (ECC); Learning shouldn't be confined to the classroom.





“Since sighted children learn nearly all social skills through observation of their environment and people, this is an area where students with vision loss need careful, conscious and explicit instruction. For young kids, things like circle time, where students learn concepts like sharing are helpful. For teenagers, giving them the opportunity to just hang out with one another is vital.”

<https://www.perkins.org/understanding-the-expanded-core-curriculum/>



Socialization on the IEP

What will these goals look like?

- Role playing
- “Lunch bunch”
- Activities designed to target certain social skills (i.e. turn to face others while talking, boundaries and physical contact/personal space, interaction with same-age peers, etc.)

PROS AND CONS

- Pros: specially constructed lessons focused on student’s specific needs, team can help generalize this across all environments
- Cons: teacher-guided socialization, reliant on adult support to interact, usually confined to experiences in school which is only 180 days/year!

ECC/IEP Planning Resources

<u>ECC/IEP Planning</u>							
Title: Overarching Goal - ECC areas covered:							
Activity	Also Concept	Skills	ECC Content Area	IEP goal	Resources	Date & Hrs	

ECC Areas

1. Accessing Assistive Technology;
2. Career Education;
3. Compensatory Skills;
4. Independent Living.
5. Orientation and Mobility;
6. Recreation and Leisure;
7. Self-Determination;
8. Social Interaction;
9. Visual Efficiency

Socialization Outside of School

Does the student have goals that address socialization across all environments?

- Available opportunities at home (sibling, neighbors, etc.)
- Parent support of socialization

Programs available

- Extracurricular activities to participate in (local sports, clubs, Boys and Girls Club)
- Programs designed for students with visual impairments

Organic development of skills with peers



Social Interaction, What's the Importance?



Impact of Social Media and Internet

Children and young adults are using very visual methods of communication

TikTok - mainstream/popular videos are likely not audio described or accessible

Snapchat

Instagram - sometimes pictures or videos have alt text or descriptions in the caption

Video games online and their accessibility

Technology skills and accessing social media

What is the best way to connect with peers that are all immersed in virtual communication?

On the other hand...

Socialization can be more easily accessed for some via technology



Unique Programming to Address Socialization



Adaptive Sports & Experiences

Building Community & Healthy Lifestyles

[Adaptive Sports New England](#)

[NEVI Fest: New England Visually Impaired Festival \(Sugarloaf Mountain, ME\)](#)

Maine Adaptive

[Waypoint Adventure](#)

[Camp Abilities](#)



SCIVIS

Space Camp for Interested Visually Impaired Students





Carroll Center for the Blind (CCB)

- Offers a variety of programs for students:
 - Carroll Kids: 1-week day program targeting ECC-related skills
 - Carroll Teens: 1-week overnight or day program session targeting ECC-related skills
 - Youth in Transition (YIT): 6-week residential summer program focusing on ECC-related skill development. Additional social opportunities offered with weekly field trips and afternoon/evening clubs and activities.
 - Real World of Work Experience: 7-week residential summer program designed for transition-aged students. Students participate in Pre-ETS skill training, part-time community work, and afternoon/evening clubs and activities.
- Programs are hosted each summer
- Held on CCB campus, Lasell University, and in the community





Lowell Association for the Blind (LAB)

WHAT: Youth programs designed for children ages 5-21.

- Youth Program: For children ages 5-13, meets twice a month
- Senior Youth Program: For children ages 14-21 meets once per month
- Visually Impaired Partners (VIP): Mentoring program that connects a child who is blind or visually impaired with an adult in the community. Outings are done together as a team and meet once a month
- Senior Teen Employment Program (STEP): Pre-ETS program for students ages 14-21 including activities such as guest speakers, life-skill building, job exploration, and an opportunity for an internship experience



LIRIANMI German ♥♥

DREAM BOARD

- Win 3 Esports games.
- Go to Northern Essex.
- Graduate from Northern Essex.
- Travel
- Live on my own one day.
- Read more than 20 books
- Tour Different colleges
- Be stress free
- Have fun Do online courses.
- Work on my academics
- Do great in college.
- Do a lot of college events.
- Have fun with my family
- Have a job I love. ♥
- Do a major I love. ♥
- Learn more. ♥

A collage of stickers and images on the dream board, including:

- A purple sticker with a game controller and the text "ESPORTS".
- A blue sticker with the text "Northern Essex Community College".
- A red "SOLD" sign with a hand holding keys.
- A "FAMILY" sticker with a heart.
- A "Travel Around the World" sticker with a globe.
- A "Home" sticker with a house.
- A "DREAM" sticker with a star.
- A "home" sticker with a house.
- A clock sticker.
- An hourglass sticker.
- A tree sticker.
- A graduation cap sticker.
- A heart sticker.
- A star sticker.



- No loose objects. Pockets must be empty.
 - No food, gum or drinks.
 - No skirts. Appropriate athletic clothing.
 - Do not enter the climbing area until instructed.
 - Do not enter climbing area if court more.
 - Be aware of other climbers when in the climbing area. It is the responsibility to watch out for other climbers.
 - Do not land on head or neck. No diving.
 - Do not affect other climbers in any way.
 - Do not pass another climber. Do not go over a climber at any time. Keep a safe distance from other climbers at all times.
 - Always remain in control.
 - Exit immediately once landed and remain on the mat.
 - Do not remain on the mat until you are still on the mat.
- Noncom... in the

Outreach Short Courses

Perkins School for the Blind Community Program



Extracurricular skill-building opportunities for students with visual impairments, ages 9-22 from across the US. Both residential on the Perkins Campus, virtual, and pop-up one-day experiences.

1-2 weekend programs each month, different theme and age cohort (Ex: Self-Defense, Harry Potter, Cooking, Radio Broadcasting, O&M, Computer Programming, High Ropes, and more!)

Week long programs during the MA school vacations (February: Pre-Employment Program, April: Camp Abilities Boston)

Extended Summer (3-Week Skills Academy, 5-Week World of Work, 1-Week Elementary (Explore Boston))

Pop-ups: across the state (or bordering states), one day activities to both meet new families, connect with our community while promoting social experiences for both students and families.

Virtual programs: Cooking, Book Club: Meeting 1 time per week via Zoom for 6-10 week periods. Structured sessions



How can WE help?

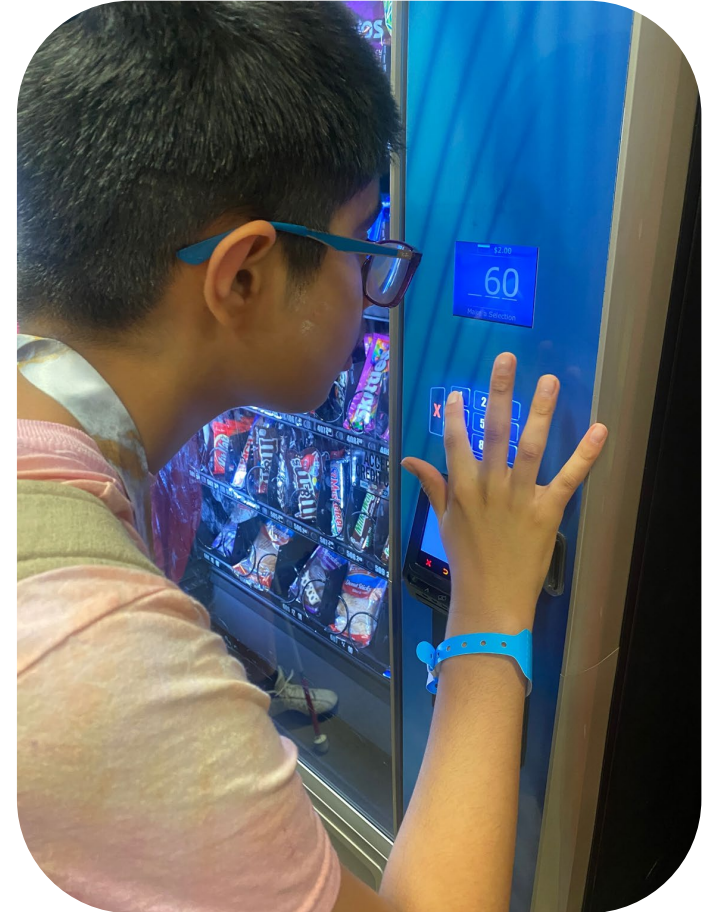


- Promoting social interaction among peers
- During instructional or downtime, providing student with glimpse of peers behaviors in the classroom, provide scope of the setting
- Foster effective non-verbal social interaction skills: facing the person they're speaking with, nodding head, remarks, etc.

How can WE help?

Inside the classroom and beyond

- Advocate
- Be Creative!
- Hone into student interests
- Promote social opportunities with PEERS!
- Buy-in from the team to generalize these skills
- Model appropriate behavior
- Suggest and/or assist to adapt games to be played with peers





Questions?




Thank you!

Contact us:

Allyson Bull, M.Ed., TVI, COMS
Director of Orientation and Mobility
Massachusetts Commission for the Blind (MCB)
Allyson.Bull@MASS.Gov

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Courtney.Wescott@Perkins.Org



References

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- <https://www.pathstoliteracy.org/wp-content/uploads/2022/06/ECC-planning-and-goals.docx>
- <https://www.livebinders.com/play/play?id=1926100#anchor>
- [Linking Perceived Social Support to.....](#)
- [Social Interaction with Students Who Have a Visual Impairment in Early Childhood](#)
- <https://nfb.org/sites/default/files/images/nfb/publications/bm/bm10/bm1002/bm100207.htm>
- <https://lighthouseguild.org/support-services/youth-and-teen-support/teen-programs/>