

Table of Contents

| | |
|---|----------|
| Title Slide 1: Expanded Core Curriculum: Trifecta of Perspectives..... | 2 |
| Slide 2: What is a trifecta?..... | 2 |
| Slide 3: Let's Take a Vote!..... | 2 |
| Slide 4: The "Horses" I Picked..... | 3 |
| Slide 5: What is actually today's trifecta?..... | 3 |
| Slide 6: Perspective #1..... | 3 |
| Slide 7: Perspective #2..... | 3 |
| Slide 8: Perspective #3..... | 3 |
| Slide 9: Actual Perspective #3..... | 3 |
| Slide 10: For-Real Perspective #3..... | 4 |
| Slide 11: Who do we have in the audience?..... | 4 |
| Slide 12: How long have you been in the field?..... | 4 |
| Slide 13: The Stereotype Matching Game..... | 4 |
| Slide 14: Back to the ECC..... | 4 |
| Slide 15: What label have you been given?..... | 4 |
| Slide 16: Labels and Assumptions..... | 4 |
| Slide 17: Speaking of Assumptions..... | 5 |
| Slide 18: Tell Me About Your Kids/ Relatives..... | 5 |
| Slide 19: Do we have a braille reader?..... | 5 |
| Slide 20: What about now? Braille reader?..... | 5 |
| Slide 21: If we don't know, then what?..... | 5 |
| Slide 22: SHOW THEM THE BRAILLE..... | 5 |
| Slide 23: Texas Data..... | 6 |
| Slide 24: TSBVI Vision..... | 6 |
| Slide 25: Plan of Empowerment*..... | 6 |
| Slide 26: Start with Relationships: Listen to Stories..... | 6 |
| Slide 27: INCLUSION..... | 6 |
| Slide 28: EQUITY..... | 6 |
| Slide 29: CALENDAR EQUITY..... | 7 |

| | |
|--|----------|
| <i>Slide 30: BELONGING.....</i> | <i>7</i> |
| <i>Slide 31: EMPOWER.....</i> | <i>7</i> |
| <i>Slide 32: What do you notice?</i> | <i>7</i> |
| <i>Slide 33: Excerpt from AER Bill of Rights for Families.....</i> | <i>7</i> |
| <i>Slide 34: What do you believe about your students?.....</i> | <i>7</i> |
| <i>Slide 35: What Emily Believes.....</i> | <i>7</i> |
| <i>Slide 36: Image of the book “The Alchemist”</i> | <i>8</i> |
| <i>Slide 37: What do families need?.....</i> | <i>8</i> |
| <i>Slide 38: What do administrators need?.....</i> | <i>8</i> |
| <i>Slide 39: What do teachers/ O&Ms need?.....</i> | <i>8</i> |
| <i>Slide 40: Time Considerations.....</i> | <i>8</i> |
| <i>Slide 41: And.....</i> | <i>8</i> |
| <i>Slide 42: Image of A Sense of Texas podcast logo.....</i> | <i>8</i> |
| <i>Slide 43: Image of TSBVI Wildcat Logo.....</i> | <i>8</i> |
| <i>Slide 44: Thank you!.....</i> | <i>8</i> |

Title Slide 1: Expanded Core Curriculum: Trifecta of Perspectives
Emily Coleman
October 11, 2024

Slide 2: What is a trifecta?
A bet in which the person betting forecasts the first three finishers in a race in the correct order.

Slide 3: Let’s Take a Vote!
Assistive Technology
Career Education
Compensatory Skills
Independent Living Skills
Orientation and Mobility
Recreation and Leisure

Self-Determination
Sensory Efficiency
Social Interaction Skills

Slide 4: The “Horses” I Picked

1. Compensatory Skills
2. Independent Living Skills
3. Self-Determination

Image: Horse with its mouth open perhaps happy.

Slide 5: What is actually today’s trifecta?

A situation where you achieve three things.

Slide 6: Perspective #1

Image: Emily leaning over baby Eddie in a crib in the neonatal intensive care unit.

Slide 7: Perspective #2

Image: Emily with WSSB Outreach Team in front of Old Main piling around a Toyota Prius.

Image: Emily with three other women in graduation caps and gowns.

Slide 8: Perspective #3

Image: Emily standing in superhero pose with star in the background and bold words “HOPE” like an Obama campaign poster.

Slide 9: Actual Perspective #3

Images: Three photos of Emily with her computer in various meetings.

Slide 10: For-Real Perspective #3

Image: Emily with student smiling and Emily is holding a sign reading “She’s got this by herself.”

Slide 11: Who do we have in the audience?

TSVI/ TBS/ TVI

Orientation and Mobility Specialist

Parent/ Family Member

Administrator

Other Important Person I Neglected to Label

Slide 12: How long have you been in the field?

0 - 5 years

6 - 10 years

11 - 20 years

20+ years

Slide 13: The Stereotype Matching Game

Administrator

Parent/ Guardian

Teacher/ O&M

Images: heart, brain, and money bag emojis

Slide 14: Back to the ECC

Image: Eddie as a toddler sitting on the floor holding a Tupperware lid

Slide 15: What label have you been given?

Slide 16: Labels and Assumptions

Blind

Multiply Impaired

Autistic

Developmentally Delayed
Cognitively Impaired

Image: Middle school Eddie standing with arms outstretched in a Hawaiian shirt smiling

Slide 17: Speaking of Assumptions

Slide 18: Tell Me About Your Kids/ Relatives

Image: One year old with pigtails and lips pursed

Slide 19: Do we have a braille reader?

Image: One-year-old Eddie in high chair with food and spoon smiling

Slide 20: What about now? Braille reader?

Image: Emily sitting in front of Eddie holding his wrists while he bounces on a ball

Slide 21: If we don't know, then what?

Messy play (or eating)

Talk about textures

Experience Books (ex. Bathtime)

Continue building braille library

Read to them with braille

Braille labels around the home - Why?

More experience stories

Find braille in the community

Introduce a braille and "scribbling"

Slide 22: SHOW THEM THE BRAILLE

Image: Pre-school Eddie sitting in chair with tactile pictures and braille book in his lap he's feeling

Slide 23: Texas Data

7.8%

Percentage of B/LV/DB Students Accessing Braille in Texas

Slide 24: TSBVI Vision

“All Texas students who are blind, deafblind, or have low vision will be empowered to lead productive and fulfilling lives.”

Slide 25: Plan of Empowerment*

- Relationships: What should you learn about the student first?
- Inclusion: How can the student participate in the learning experience?
- Equity: How do you provide access to the activity?
- Belonging: How can the student contribute to the activity?
- Empower: Once the student demonstrates independence, what does the next step look like?

Slide 26: Start with Relationships: Listen to Stories

Image: Emily leaning over Eddie's shoulder smiling and he's in a cap and gown with Christmas bells around his neck

Slide 27: INCLUSION

Image: Old Faithful geyser erupting

Slide 28: EQUITY

Video Image: Eddie at desk with tactile symbols in front of him

Slide 29: CALENDAR EQUITY

Video Image: Eddie at desk with his hands on tactile symbols in front of him

Slide 30: BELONGING

Image: Eddie sitting at piano during concert with a paraprofessional over his shoulder

Slide 31: EMPOWER

Video Image: Still shot of the word “Louis Braille” with background graphics

Slide 32: What do you notice?

Video Image: Eddie sitting at desk with tactile symbols, cup, and Gatorade

Slide 33: Excerpt from AER Bill of Rights for Families

Bill of Rights #10: “Children with visual impairment, including those with multiple disabilities and DeafBlindness, have the right to be perceived and treated as equal, active, and contributing members of their communities, classrooms, and schools. As with all children, their engagement through belonging increases the collective value of each setting within which they participate.”

Slide 34: What do you believe about your students?

Slide 35: What Emily Believes

I believe each of our students have personal destinies and we can provide an education ensuring the achievement of their goals.

Slide 36: Image of the book “The Alchemist”

“The fear of suffering is worse than the suffering itself.”

Slide 37: What do families need?

Video Image: Eddie smiling with headphones sitting in a dark airplane

Slide 38: What do administrators need?

Image: Magnifying Glass with “student needs” in the middle

Slide 39: What do teachers/ O&Ms need?

Image: Two people sitting in Adirondack chairs on an ocean beach

Slide 40: Time Considerations

Prep/ Materials Ordering

ARD (IEP)/ Evaluations

Direct Service

Teaming/ Consultation

Travel

Professional Development

Collaboration/ Mentoring

Family Engagement

Slide 41: And.....

Slide 42: Image of A Sense of Texas podcast logo

Slide 43: Image of TSBVI Wildcat Logo

Slide 44: Thank you!

colemane@tsbvi.edu

Image: Eddie smiling at desk with headphones on and tactile symbols behind him