

Compensatory Access Skills

“Compensatory Access includes skills related to accessing information in the world, the ability to communicate, and literacy.” (Allman, Carol B., et al. ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments. APH Press, 2014.) The goal is for the student to have equal access to the core curriculum and the school environment. (Foundations of Education: Instructional Strategies, Third Edition, Volume 2 Chapter 11)

I can interpret a tactile graphic/manipulative and evaluate its effectiveness

Know. Understand. Do.

A framework to guide learning activities

Know (K): Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places




Understand (U): Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations.

Do (D): Show they understand and the application of skills/content.

Resources

<https://mdelio.org/blind-visually-impaired/expanded-core-curriculum/compensatory-skills>

To submit for the monthly ECC Challenge

	<i>Complete this month's ECC Challenge Worksheet, noting which activities were completed.</i>
	<i>Submit this worksheet to the MSB Outreach ECC Challenge Form. Find the link on the TVI Portal, Eyes on Maryland Newsletter and the MSB website.</i>
	<i>The student and teacher will be entered into this month's raffle!</i>

What do we KUD this month?

February	Student Name: Teacher Name:	Mark if student completes suggested activities
Vocabulary	<ul style="list-style-type: none"> ● compensatory skill ● media/medium ● tool ● device ● manipulatives <p>K: Can the student define these words?</p> <p>U: Can the student explain relationships between words and accessing educational materials?</p> <p>D: Can the student use these words in conversation or writing? Can the student teach or share with someone else?</p>	
Objects/ Materials	<ul style="list-style-type: none"> ● tactile graphics/diagrams (various types) ● image descriptions (various types) ● size/scale ● Tactile paint, bump dots, stickers, wikki sticks.... <p>K: Can the student tell you what these objects are or how they are used?</p> <p>U: Can the student tell you how they relate to or explain representations of an item?</p> <p>D: Can the student systematically search them? Can they correctly interpret them? Do they make sense to the student?</p>	
Concepts/ Activities Use to teach words, objects, and concepts	<p>K: Label/find the various parts of a tactile graphic/diagram?</p> <p>U: Can the student determine the location/direction of another feature/part based on their current position in the graphic/diagram?</p> <p>D: Discuss size/scale, can the student demonstrate an understanding of these concepts and how they relate to the diagrams/representations?</p>	
Experiences Complete to connect words, objects, and concepts to everyday experiences.	<ul style="list-style-type: none"> ● Have the student critique a diagram's (or model's) effectiveness and explain what could be improved. ● Have the student create their own tactile diagram or graphic with materials found around their home or school. ● Have someone else evaluate the tactile diagram. Solicit feedback from them on ways to improve it. 	