



Expanded Core Curriculum Needs Checklist*
Grades 1 – 7
(Full Independence, Semi-Independence, and
maybe Functional Skills)

| Dates Administered | |
|--------------------|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |
| 6. | _____ |
| 7. | _____ |

Student Name: _____

School District: _____

Key:

(+) Strength (-) Need (0) Not a Need at this time NA-Not Applicable

| Skills | Year: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-------|---|---|---|---|---|---|---|
| 1.Academic / Compensatory | | | | | | | | |
| Braille (Sec 1, pp 53-97) | | | | | | | | |
| Handwriting (Low Vsn Sec 1, p 127; Blind Sec 1, p 119) | | | | | | | | |
| Pre-Braille (Sec 1, pp 55 – 76) | | | | | | | | |
| Braille: Uncontracted and Literary Numbers (Sec 1, pp 85 – 96) | | | | | | | | |
| Braille: Contracted Reading and Writing (Sec 1, pp 97 -118) | | | | | | | | |
| Braillewriter Basics (Sec 1, pp 77 – 84) | | | | | | | | |
| Nemeth Code (Sec 1, pp 153 – 194) | | | | | | | | |
| Slate and Stylus (Sec 1, pp 203 – 210) | | | | | | | | |
| Tactile Graphics Skills for Math (Sec 1, pp 217 – 243) | | | | | | | | |
| Abacus (Sec 1, pp 2 – 22) | | | | | | | | |
| Listening Skills (Sec 1, pp 135 – 154) | | | | | | | | |
| Organization (Sec 1, pp 195 – 202) | | | | | | | | |
| Study and Reference Skills (Sec 1, pp 211 – 216) | | | | | | | | |
| Beginning Concepts (Sec 1, pp 26-51) | | | | | | | | |
| Nemeth Algebra 1 (Sec 1, pp 133-172) | | | | | | | | |
| Nemeth Algebra 2 (Sec 1, pp 173-183) | | | | | | | | |
| Nemeth Geometry (Sec 1, pp 185 – 194) | | | | | | | | |
| 2.Career Education (Sec 2, pp 387 – 463) | | | | | | | | |
| Competency for Self-awareness (Sec 2, p 401, 439 - 445) | | | | | | | | |
| Career Awareness (Sec 2, p 410 – 412) | | | | | | | | |
| Personal Interest (Sec 2, p 413) | | | | | | | | |
| Job Clusters (Sec 2, pp 427 - 431) | | | | | | | | |
| Personnel Structure (Sec 2, pp 432 – 434) | | | | | | | | |
| Economics of Work (Sec 2, pp 435 – 436) | | | | | | | | |
| Why People Work (Sec 2, pp 437 – 438) | | | | | | | | |
| Personal Knowledge (Sec 2, p 449) | | | | | | | | |
| Job Seeking/Maintenance Skills/Knwldge (Sec 2, pp 450 – 461) | | | | | | | | |
| Work Related Job Site Activities (Sec 2, pp 463 -473) | | | | | | | | |
| Additional skills (identify) | | | | | | | | |

*Information taken from TSBVI EVALs book and form created by Region 10 ESC 9/10

Expanded Core Curriculum Needs Checklist Grades 1 -7*

Student Name: _____

Key:

(+) Strength (-) Need (0) Not a Need at this time NA-Not Applicable

| Skills | Year: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-------|---|---|---|---|---|---|---|
| 3. Independent Living Skills (Sec 1, p 303; Accompanying bklt) | | | | | | | | |
| Dressing/clothing management (Sec 1, p 332 - 335; Bklt, pp 55 – 66) | | | | | | | | |
| Personal hygiene/grooming (Sec 1, p 307 - 315; Bklt, pp 67 – 74) | | | | | | | | |
| Toileting and feminine hygiene (Sec 1, p 307-315; Bklt, 73 – 76) | | | | | | | | |
| Eating/food management (Sec 1, pp 316 – 330; Bklt, pp 77 – 80) | | | | | | | | |
| Housekeeping & home maintenance (Sec 1, pp 336 - 345; Bklt, pp 91 – 96) | | | | | | | | |
| Obtaining and using money (Sec 1, pp 346 – 349; Bklt, pp 105 – 114) | | | | | | | | |
| Time concepts (Sec 3, p 1065 – 1070; Bklt, pp 101– 104) | | | | | | | | |
| Additional skills (identify) | | | | | | | | |
| 4. Orientation & Mobility (Accompanying bklt) consult with COMS | | | | | | | | |
| Concept development | | | | | | | | |
| Body Image | | | | | | | | |
| Protective Techniques | | | | | | | | |
| Sighted Guide | | | | | | | | |
| Trailing (along a wall) | | | | | | | | |
| Uses organized search patterns for dropped objects | | | | | | | | |
| Cane skills | | | | | | | | |
| Independent travel in familiar environments | | | | | | | | |
| Independent travel in unfamiliar environments | | | | | | | | |
| Public transportation (is aware of, understands, uses. What method _____) | | | | | | | | |
| Requesting assistance | | | | | | | | |
| Use of distance optical devices | | | | | | | | |
| Additional skills (identify) | | | | | | | | |
| 5. Recreation/ Leisure (Sec 3, pp 353 – 383) | | | | | | | | |
| Individual Leisure Activities (Sec 3, pp 355 – 360) | | | | | | | | |
| Group Recreation Activities (Sec 3, pp 361 – 366) | | | | | | | | |
| Fitness Activities (Sec 3, 367 – 370) | | | | | | | | |
| Plans Rec/Leisure Activities (Sec 3, pp 371 – 372) | | | | | | | | |
| Additional skills (identify) | | | | | | | | |

*Information taken from TSBVI EVALs books and form created by Region 10 ESC 9/10

Expanded Core Curriculum Needs Checklist Grades 1 -7*

Student Name: _____

Key:

(+) Strength (-) Need (0) Not a Need at this time NA-Not Applicable

| Skills | Year: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-------|---|---|---|---|---|---|---|
| 6. Self-Determination (Sec 2, p 667 - 669) | | | | | | | | |
| Self-awareness | | | | | | | | |
| Decision-making | | | | | | | | |
| Problem-solving | | | | | | | | |
| Positive self-efficacy & outcome expectancy | | | | | | | | |
| Self-advocacy & leadership | | | | | | | | |
| Facilitation of IEP & team meeting (Sec 1, pp 278 – 279) | | | | | | | | |
| Ability to describe & explain eye condition | | | | | | | | |
| Additional skills (identify) | | | | | | | | |
| 7. Sensory Efficiency | | | | | | | | |
| Visual (Sec 2, pp 653-659) | | | | | | | | |
| Chooses a device appropriate for visual task (near/distance) | | | | | | | | |
| Communicates purpose & function of prescribed optical device | | | | | | | | |
| Demonstrates daily maintenance of optical devices | | | | | | | | |
| Initiates independent use of optical device | | | | | | | | |
| Demonstrates knowledge of prescribed optical device | | | | | | | | |
| Demonstrates proficiency with prescribed optical device (reading/writing) | | | | | | | | |
| Additional skills (identify) | | | | | | | | |
| Auditory (Sec 1, pp 135) | | | | | | | | |
| Discrimination (Sec 1, pp 135 - 137) | | | | | | | | |
| Association (Sec 1, p 137 – 138) | | | | | | | | |
| Short-term memory (Sec 1, p 139) | | | | | | | | |
| Long-term memory (Sec 1, p 140) | | | | | | | | |
| Listening for meaning (Sec 1, pp 141 - 143) | | | | | | | | |
| Skills for using recorded materials/listening experiences | | | | | | | | |
| Tactual (Sec 1, p 217) | | | | | | | | |
| Explores tactually (Sec 1, p 219 – 220) | | | | | | | | |
| Recognizes tactile characteristics of objects (Sec 1, p 221 – 225) | | | | | | | | |
| Interprets graphic information (Sec 1, p 228 – 232) | | | | | | | | |

*Information taken from TSBVI EVALs books and form created by Region 10 ESC 9/10

Expanded Core Curriculum Needs Checklist Grades 1 -7*

Student Name: _____

Key:

(+) Strength (-) Need (0) Not a Need at this time NA-Not Applicable

| Skills | Year: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-------|---|---|---|---|---|---|---|
| 8. Social Interaction Skills (Sec 1, pp 249) | | | | | | | | |
| Awareness of Self/Others (Sec 1, p 280) | | | | | | | | |
| Cognitive Social Behaviors (Sec 1, pp 287 – 292) | | | | | | | | |
| Social Interactions with Peers (Sec 1, pp 282 – 286) | | | | | | | | |
| Social Interactions with Adults (Sec 1, pp 281 – 282) | | | | | | | | |
| Emotional Awareness (Sec 1, pp 275 – 280) | | | | | | | | |
| Knowledge of Human Sexuality (Sec 1, pp 251 – 254) | | | | | | | | |
| Accepts/Declines Assistance (Sec 1, pp 259 - 261) | | | | | | | | |
| 9. Technology (Sec 2, p 477- 635) | | | | | | | | |
| Keyboarding Skills (Sec 3, pp 573 – 578) | | | | | | | | |
| Use of Computer (Sec 2, pp 535 – 549, 617 – 623) | | | | | | | | |
| Use of Screen Magnification | | | | | | | | |
| Use of Screen Reader (Sec 2, pp 614 – 623) | | | | | | | | |
| Use of Manual Braille Writing Device (Perkins/Mountbatten) | | | | | | | | |
| Use of Electronic Braille Notetaker (Sec 3, pp 479 – 523) | | | | | | | | |
| Use of Braille Embosser | | | | | | | | |
| Use of Standard Printer | | | | | | | | |
| Use of Scanner (Sec 2, pp 601 – 607) | | | | | | | | |
| Use of Word Processing (Sec 2, pp 582 – 589) (Sec 2, pp 612 – 614) | | | | | | | | |
| Use of Spread Sheets | | | | | | | | |
| Use of PowerPoint | | | | | | | | |
| Use of Video Magnifier (CCTV) | | | | | | | | |
| Managing/Securing Equipment | | | | | | | | |
| Use of Audio Reading Devices/Software | | | | | | | | |
| Use of Calculator (Sec 3, p 556) | | | | | | | | |
| 10. Other Concerns | | | | | | | | |
| Fine Motor | | | | | | | | |
| Gross Motor | | | | | | | | |
| Speech and Language | | | | | | | | |
| Hearing | | | | | | | | |
| Behavior(s) | | | | | | | | |

*Information taken from TSBVI EVALs books and form created by Region 10 ESC 9/10