



Atlantic Provinces Special Education Authority  
 Commission de l'enseignement spécial  
 de provinces de l'Atlantique  
 5940 South Street, Halifax, Nova Scotia B3H 1S6  
 (902) 424-8500 Voice/TTY (902) 424-776  
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## DIRECT SERVICE PLAN FOR STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED TO TEACH EXPANDED CORE CURRICULUM

Date:			
Student:		Provincial #:	3005000198
Date of Birth:		Grade:	9
School:		Frequency of Service:	1 hr/biweekly
Itinerant Teacher	Lesley Anthony		
Copies To:			
	APSEA Files		
Comments:	In addition to having a visual impairment, <span style="background-color: black; color: black;">[REDACTED]</span> also has a diagnosis of autism, which has an impact on his daily functioning in school, at home, and in his community.		
Strengths:	<ul style="list-style-type: none"> <li>Able to consistently follow routines independently, once learned</li> <li>Abides by rules</li> <li>Very good orientation skills – learns routes quickly and remembers them</li> <li>Good work ethic – will complete tasks as asked</li> </ul>		
Challenges:	<ul style="list-style-type: none"> <li>Communicating personal information orally and in written forms</li> <li>Identifying and developing suitable work skills</li> <li>Increasing his independence in the area of daily living skills</li> </ul>		

### KEY

A – Achieved – The student consistently demonstrates achievement of this outcome  
 P – Progressing – The student is demonstrating some understanding/knowledge/skill of this outcome  
 R – Revised – The student is experiencing difficulty and the outcome needs to be reconsidered or revised  
 NI – Not Introduced – This outcome was not addressed in the current reporting period (explain, i.e. frequent absences, weather, etc.)

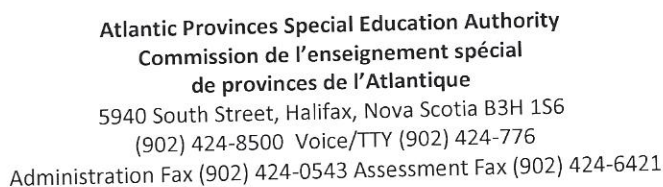
Goals and Objectives added to the January Report are in italics.

### Expanded Core Curriculum

The Expanded Core Curriculum (ECC) is the body of knowledge and skills necessary for students who are blind or visually impaired to support success from birth through to adulthood. These include: Orientation and Mobility, Compensatory or Functional Academic Skills, Social Interaction Skills, Recreation and Leisure Skills, Functional Living Skills, Career Education, Assistive Technology, Sensory Efficiency Skills and Self-Determination.

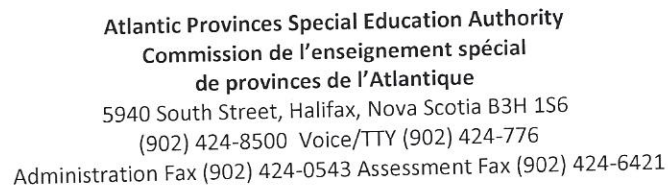
The expanded core curriculum will ensure students can access the core academic curriculum of the public school system. The ECC will be used as a framework to assess, plan and evaluate individual annual and specific outcomes throughout any one school year.

Skill Area from ECC:	Jan.	June
Social Interaction Skills		



Skill Area from ECC:		Daily Living Skills	Jan.	June
Annual Outcome:	[redacted] will demonstrate proficient use of the telephone directory.		NI	
Specific Outcomes:	1. [redacted] will explain the difference between the white pages and the yellow pages. 2. [redacted] will organize businesses according to categories found in yellow pages. 3. [redacted] will locate names and numbers in the white pages. 4. [redacted] will locate business names and numbers in the yellow pages. 5. [redacted] will place a local call using information found in the directory.			
Strategies & Resources:	<ul style="list-style-type: none"> <li>Teacher prepared materials</li> <li>Telephone directory</li> <li>Encourage use of telephone directory at home</li> </ul>			
Comments:				
Annual Outcome:	[redacted] will demonstrate appropriate telephone etiquette.		NI	
Specific Outcomes:	1. [redacted] will identify himself when initiating a call.			





Skill Area from ECC:	Career Education	Jan.	June
Annual Outcome:	[REDACTED] will develop social skills appropriate to the work place.		
Specific Outcomes:	<p>1. [REDACTED] will list and explain 5 social skills that are important in the work place</p> <ul style="list-style-type: none"> <li>• Being a good listener</li> <li>• Expressing oneself clearly</li> <li>• Respecting authority</li> <li>• Controlling ones emotions</li> <li>• Being flexible</li> </ul> <p>2. [REDACTED] will list and explain good work habits.</p> <ul style="list-style-type: none"> <li>• Being punctual</li> <li>• Being clean in dress and appearance</li> <li>• Completing tasks accurately</li> <li>• Taking initiative</li> </ul> <p>3. [REDACTED] will identify behaviours as being appropriate or inappropriate for the work place.</p>	P  P  P	
Strategies & Resources:	Teacher prepared materials Work skills game Role play		
Comments:	January - [REDACTED] is aware that there are certain expectations within the workplace and that these expectations may be different from those at home. He has played a game called "Workplace Skills" which has been a fun way to discuss this topic. It is hoped that there will be opportunities during the second semester for [REDACTED] to practice these workplace skills within the school setting.		

Skill Area from ECC: <i>Social Interaction</i>		Jan.	June
Annual Outcome:	██████████ will use email as a means of communication		
Specific Outcomes:	1. ██████████ will open and log in to the email program from his laptop.	P	



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	2. [REDACTED] will insert the email address correctly. 3. [REDACTED] will write 2-3 sentences in the body of the email 4. [REDACTED] will send the email.	P P A	
Strategies & Resources:	<ul style="list-style-type: none"><li>• Laptop</li><li>• Daily emails to home</li><li>• Encourage [REDACTED] to tell his parents how his day was, if there are any special events coming up</li><li>•</li></ul>		
Comments:	January - [REDACTED] was very excited to send his first email to his parents. This is an excellent and authentic task for him to work on his writing skills, computer skills and social skills. Continued practice is needed to maintain this skill.		