

Making the Expanded Core Instruction a Team Effort

APH Access Academy
Webinar 2

With Robbin Clark, MA EdS

Webinar 1: Rethinking the Expanded Core Curriculum

Change the Lens

Move beyond checklist-driven practices toward an interconnected instructional system.

- Shift from coverage toward coherence
- Center learning around the individual student
- Examine how systems thinking can help our ECC instruction be more efficient and impactful.
- Begin identifying shifts toward skill-driven, student-centered learning

Webinar 2: Making Expanded Core Instruction a Team Effort

Connect the People

Move from responsibility for ECC resting primarily with one professional toward shared, intentional implementation across the team.

- Create shared ownership while maintaining clear roles
- Balance consistent priorities with individualized flexibility
- Connect specialized and explicit instruction
- Plan intentionally for transfer across authentic environments

Webinar 3: Delivering Expanded Core Instruction with Purpose

Contextualize the Delivery

Move beyond one-size-fits-all delivery toward purposeful, individualized ECC experiences.

- Use the ECC as both a guiding framework and individualized curriculum
- Design context-driven instruction
- Use checklists to identify meaningful learning opportunities, rather than as the curriculum itself
- Adapt delivery across students, settings, and educational contexts
- Design toward measurable independence and meaningful transfer

We Are All Entering From Different Places

Professional learning works best when we make room for different starting points.

CONNECT

Some ideas may connect immediately to what you already believe and do.

STRETCH

Some ideas may challenge a familiar way of thinking or practicing.

SIT WITH IT

Some ideas may need time before you decide what you think.

The invitation is simply to be open.

Webinar 2 Big Picture

The strongest ECC programs do more than involve multiple people—they create shared, intentional systems around student learning.

This webinar explores practical, research-informed shifts for organizing team contributions around what the student is learning and what that learning requires, while maintaining specialized expertise, clear priorities, and individualized instruction.

We will examine webinar 2's big picture in 3 parts:

- See the learning
- Share the learning
- Support the learning

Part 1: See the Learning — Get clear about what students are actually learning and what evidence tells us.

What are we actually trying to accomplish?

- Clarify the ECC learning that the team is working together to support.
- Identify meaningful evidence of learning beyond activity or task completion.

Part 2: Share the Learning — Organize team contributions around what the learning requires.

What does this ECC learning require from people, instruction, opportunities, and environments?

- Differentiate team contributions while maintaining clear roles and specialized expertise.
- Connect instruction, practice, application, and evidence to support learning across authentic environments.

Part 3: Support the Learning — Make the strongest instructional decisions within the conditions we actually have.

How do we make the strongest system possible under real-world conditions?

- **Examine collaborative conditions** that influence how shared ECC learning can be supported.
- **Identify practical next moves** based on the student, the learning priority, and the team's current capacity.

Where We Left Off at Webinar 1: Change the Lens

Webinar 1 asked us to rethink how we approach the ECC.

We moved from thinking about the ECC primarily as something to **cover** toward thinking about it as a framework for designing **individualized, coherent learning**.

We challenged ourselves to shift:

- **Coverage → Coherence**

Not *“Which ECC areas have we covered?”* but *“What does this learner need?”*

- **Activities → Learning**

Not *“What ECC activity can we do?”* but *“What knowledge, skills, concepts, and experiences are we trying to develop?”*

- **One-Size-Fits-All → Individualized**

The ECC framework is shared. The curriculum is individualized.

The big idea: Are we covering the ECC... or designing learning around the learner?

Webinar 2: Connect the People

Once we become clearer about the learning, a new question emerges:

How do we organize people around the ECC learning without fragmenting it?

ECC learning often has to extend beyond the time, setting, or expertise of any one professional. But having multiple people involved does not automatically create a shared-learning system.

Today, we're shifting the question from:

“How do I get everyone to help with ECC?” to: “What does this learning require from people, instruction, opportunities, and environments?”

And that brings us to our first step: **See the learning.** Before we can share responsibility for learning, the learning has to be clear enough to share.

Getting 1% Better at Collaboration

This is not a silver bullet webinar

There is no single collaboration model, team structure, or strategy that will solve the complexity of shared ECC instruction.

And we aren't going to solve it in 90 minutes.

What we *can* strengthen is something much more within our control:
how we make decisions about collaboration.

Today is about getting **1% better** at asking:

- What does this student need to learn?
- What does that learning require?
- What can I influence within this team and environment?
- What is the strongest next move I can make?

Before we can share the learning...

We often start ECC collaboration by asking:

How do I get other people to help with ECC?

But that may be starting one step too late.

Before we decide **who** should contribute, we need clarity about:

- What does the student need to learn?
- What will that learning look like?
- What evidence will help us recognize it?

**Before we can share responsibility for ECC instruction,
the learning has to be clear enough to share.**

The reality: collaboration isn't simple

Itinerant practice may mean:

- Limited time in each building
- Multiple schools, schedules, teams, and expectations
- Few opportunities to see the student across environments
- Competing demands on general and special education staff
- Different levels of understanding of the ECC and TSVI role
- Inconsistent opportunities for coordination and follow-through
- Services happening “in a vacuum” — professionals working independently with limited awareness or coordination across the student’s learning.

Schools for the blind may face different challenges:

- Many professionals providing specialized services
- Multiple ECC priorities occurring simultaneously
- Different people seeing different parts of the student's day
- Coordination across classes, services, residential settings, and programs
- Plenty of ECC activity without clear connections across the learning

Shared People ≠ Shared Learning

A student may have:

- TSVI
- Classroom teachers
- Paraprofessionals
- COMS and related service providers
- Families
- Residential or community-based staff

Many people may contribute to opportunities for ECC learning across the student's day.

But... Having a team is not the same as having an ECC shared-learning system.

- Multiple people can be doing valuable work while the student's ECC learning still happens in disconnected pieces.

So what are we actually sharing?

When we extend ECC instruction across a team, our requests may sound like this:

- “Work on self-advocacy.”
- “Reinforce technology skills.”
- “Give them opportunities to practice.”
- “Support independence.”

These are reasonable intentions. **But what does another person actually do with them?**

Do they know:

- What the student is learning?
- What successful learning looks like?
- What they should notice?
- What information would be useful to bring back?

We may have asked someone to share ECC ownership without giving them anything concrete to own.

When we observe ECC learning, what are we actually seeing?

- “She ordered her own meal.”
- “He used his screen reader independently.”
- “She asked for an accommodation.”
- “He took the bus to work.”
- “She completed the cooking task.”

These observations matter. But what do they actually tell us about the ECC learning?

The task tells us what the student did. Looking closer helps us understand what they learned.

When ECC instruction extends across a team, what do others need to notice—and how does that information get back to us?

Look underneath the ECC performance

Example observation: “He used his screen reader independently.”

That tells us something important about performance.

But what does it tell us about the **ECC learning underneath it?**

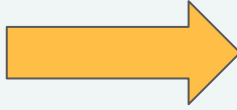
Instead of only noticing that he completed the task independently, look for what they recognized, decided, applied, and adjusted along the way:

- **Recognized** a familiar navigation pattern
- **Selected** an appropriate strategy or command
- **Applied** what they knew when the interface changed
- **Noticed** when the strategy did not work
- **Adjusted** and tried another approach
- **Recognized** when assistance was appropriate

The clearer we are about the intended ECC learning, the more intentionally we—and others—can observe it.

From ECC task completion to seeing the learning

ECC task completion:
Did the student do it?



Seeing the ECC learning:
**What does what I observed tell me
about the student's learning?**

Look for evidence of the ECC learning:

- What did the student **recognize**?
- What did the student **understand**?
- What **decisions** did the student make?
- What happened when the **conditions** changed?

When the ECC learning is clear, we can determine where it needs to extend—and who needs to contribute to the intended outcome.

Part 1 Takeaways

- Shared responsibility for ECC instruction starts with clarity about the actual ECC learning.
- Having multiple people involved does not automatically create coherent ECC learning.
- Task completion tells us what the student did; looking underneath the performance helps us understand what the student is learning.
- Clear ECC objectives and intended outcomes help us identify what evidence to look for.
- When the ECC learning is clear, we can determine where it needs to extend—and who needs to contribute to the intended outcome.

Part 1 Potential Shifts

Consider one shift that could strengthen your practice:

- Instead of starting with “Who can help?” → Start with “What does the student need to learn?”
- Instead of asking others to “reinforce ECC” → Clarify the ECC objective and intended outcome.
- Instead of looking only at task completion → Look for evidence of the learning underneath the performance.
- Instead of assuming everyone needs to be involved → Determine where the learning needs to extend.
- Instead of broadly asking for team support → Identify whose contribution the intended outcome actually requires.

What's one shift that could make the ECC learning clearer before you ask others to contribute?

Part 2 — Share the Learning

**What does this learning require
from people, instruction,
opportunities, and environments?**

Keep the ECC Lens Wide....

ECC instruction may address an IEP goal—but the ECC learning we're discussing is not limited to IEP goals.

The learning may include:

- A skill or splinter skill the student needs to develop
- Knowledge or a concept the student needs to understand
- An experience the student needs access to
- A strategy or behavior that supports greater access, participation, or independence
- A need identified through assessment, observation, instruction, or changing demands

What knowledge, skills, concepts, and experiences does this student need for equitable access to learning—and what will it take for that learning to develop?

Start With the Learning, Not the People

Before asking who should be involved, ask:

- What does the student already know, understand, or do related to this learning?
- Where is this learning already happening, even if it is inconsistent, partial, or not yet visible to us?
- What is the actual gap we are trying to address?
- What needs to become more explicit, connected, practiced, or understood?
- Where will the student need opportunities to apply the learning under different conditions?
- What will help us see whether the learning is developing?

The learning—not the roster—should determine the collaboration we need.

Different ECC Learning Requires Different Contributions

Why determine what the ECC learning requires?

Because ECC needs are not all the same. A student may be missing or under developing a skill, concept, strategy, or experience because visual impairment changes access to learning.

Before deciding who should contribute, we need to **understand what kind of ECC gap** we are actually trying to close.

Different ECC Learning Requires Different Contributions

That helps us avoid:

- Treating every ECC need as though it requires the same type of instruction
- Assuming the TSVI must personally provide every learning opportunity
- Asking others to “reinforce ECC” without clarifying what the student actually needs
- Missing learning that is already emerging but needs to become more explicit, connected, practiced, or generalized
- Creating more activities when the student may instead need specialized expertise, clearer instruction, authentic experience, or better opportunities to apply what they know

Different ECC Learning Requires Different Contributions

What might this ECC learning require?

- **Expertise** — Is vision-specific professional knowledge needed to understand the gap or determine an instructional approach?
- **Instruction** — Does something need to be intentionally taught, explained, modeled, or connected?
- **Opportunity** — Does the student need access to an experience or situation they may not encounter incidentally?
- **Practice** — Does partially developed learning need repeated use so it becomes more stable and usable?
- **Support or feedback** — What will help the student refine or extend what they are learning?
- **Observation** — Where can we see what the student does when the context, people, or demands change?
- **Evidence** — What will help us understand whether the ECC gap is narrowing and what the learner needs next?

We determine what the ECC learning requires so we can match the gap with the right expertise, instruction, experiences, and opportunities. The learning determines the contribution.

ECC Instruction Can Be Specialized and Explicit

ECC learning may require specialized expertise, explicit instruction, or both.

Specialized expertise — What does the TSVI bring?

- The TSVI brings vision-specific professional knowledge to understand how visual impairment affects learning and determine which instructional strategies, adaptations, or specialized instruction the student needs.

Explicit instruction — How can others contribute?

- Educators and support staff can explicitly teach knowledge, skills, and concepts by explaining, modeling, guiding practice, and providing feedback rather than assuming the student will acquire the learning incidentally.

ECC Instruction Can Be Specialized and Explicit

Why does this distinction matter?

An ECC learning need does not automatically require the TSVI to deliver *every* part of the instruction.

The question is not simply, **“Is this an ECC skill?”**

It is: **What part of this learning requires the TSVI’s specialized expertise, and what can be developed through explicit instruction, practice, or authentic opportunities with others?**

Quick Example: Backpack Organization

A student needs to learn how to keep her backpack organized. This is an ECC learning need, but what part of the learning actually requires specialized vision expertise?

The TSVI might contribute by:

- Identifying whether contrast, large print or braille labels could help, or another accessible organization strategy would help.
- Considering how the student visually/tactually locates, identifies, and retrieves materials.
- Recommending adaptations based on the student's visual access and learning needs.

But the student may primarily need:

- Someone to explicitly teach and model an organization routine.
- Opportunities to practice during natural transitions.
- Consistent expectations and feedback from the people who support the routine throughout the day.

Two questions to guide the instructional decision

1. How does this learning need specialized expertise?
2. Does the student primarily need explicit instruction, practice, and feedback to master the concept or skill?

Bottom line: A student's visual impairment may explain why an ECC need exists, but that does not automatically mean the TSVI is the right person to teach every part of it.

What Makes Instruction Explicit?

Explicit instruction makes important learning intentional and accessible rather than leaving students to figure it out incidentally.

Depending on the learning need, explicit instruction may involve:

- **Clarifying the learning:** Make the intended knowledge, skill, concept, or strategy clear.
- **Explaining and modeling:** Show or demonstrate what matters using accessible methods.
- **Scaffolding:** Break complex learning into manageable parts and provide appropriate supports.
- **Guided practice:** Give the student opportunities to respond, try, and receive feedback.
- **Checking understanding:** Look beyond completion to determine what the student understands and can do.
- **Independent application:** Provide opportunities to use the learning with appropriate supports and increasing independence.

ECC connection: Explicit instruction makes learning visible, intentional, and accessible—especially when students may not acquire important knowledge, skills, or concepts through incidental learning alone.

Connecting the Contributions Around ECC Learning

Having multiple people involved is not the same as having connected contributions.

- Shared awareness is a starting point, but connection requires clarity about how each person's contribution supports the student's ECC learning.
- Contributions become connected when people understand what to look for, how their observations inform instruction, and what needs to happen next.

Connected contributions turn separate opportunities into a coherent ECC learning experience.

Connecting the Contributions Around ECC Learning

To connect contributions, make five decisions about the ECC learning:

1. Clarify the learning. What specific knowledge, skill, concept, or experience are we trying to develop? What does the student already know or do?

2. Identify the contribution. What do we need from this person? Are we asking them to teach, provide an opportunity, support practice, observe, or share feedback?

3. Find the opportunity. Where is this learning already happening—or where could it naturally happen during the student's day?

4. Make the learning observable. What should the person notice that would tell us something useful about the student's learning?

5. Close the information loop. How will that observation get back to someone who can use it to adjust instruction, support, or future opportunities?

How Connected Are Our Contributions?

Look closely at the actions that make ECC collaboration work.

1. Clarity — Did I make the learning and request clear?

- Have I communicated the ECC learning and the contribution I'm requesting in a way this person can realistically remember and follow through on?
- What did I leave them with that makes the contribution easy to understand and remember?

2. Purposeful contribution — Did I make the connection meaningful?

- Have I helped this person understand why their contribution matters to the student's ECC learning and how it connects to what they already do?
- Have I explored why this particular environment or routine matters to the learning, rather than assuming the connection is obvious?

How Connected Are Our Contributions?

3. Feasibility — Did I make the request doable?

- Have I considered this person's time, responsibilities, routines, and understanding of the student's visual impairment and learning needs?
- Does this person know enough about how the student accesses information, what they can currently do, and what support is appropriate to carry out the contribution I'm requesting?

Practical shift: Before asking someone to contribute, identify what they need to know to do it successfully—and provide that information in a usable way.

Have I made the contribution clear, meaningful, and doable?

When a Clear Request Isn't Enough

You've clarified the ECC learning, identified the contribution, and made a specific request. But what if it still isn't happening?

Before repeating the request, consider what might help the contribution become part of the student's actual learning environment.

1. Make it smaller. Identify one existing activity or transition where the learning naturally occurs, rather than asking someone to monitor a skill throughout the day.

- “Could we start by looking at what happens when she gets her materials out for English?”

2. Make it easier to recognize. Give the person one or two observable indicators instead of asking for general progress updates.

- “During your daily routines, when do you notice her visually responding to an object? What seems to help her notice or recognize it?”

When a Clear Request Isn't Enough

4. Make the contribution manageable. Ask what is realistic rather than assuming the person has time for an additional activity or documentation task.

- “Would a quick observation during your usual routine be workable, or is there another approach that would fit better?” *Avoid yes/no questions. Ask other teachers for suggestions on what’s worked for them and have some options to offer.

5. Make information sharing simple. Establish a low-effort way for useful observations to return to instruction.

- “You don't need a separate data sheet. A quick message about what worked or where she got stuck would help me plan what to teach next.”

When a contribution isn't happening, don't automatically ask for more effort. Look for a better fit between the learning, the person, and the conditions.

Part 2 — Key Takeaways: Share the Learning

- **Start with a high-impact ECC learning priority, not the people.** When assessment reveals multiple ECC needs, identify which learning priority could have the greatest impact on the student's ability to develop other skills, access new experiences, and increase independence. Then determine what that learning requires and who can contribute.
- **Match the instructional response to the ECC learning need.** The TSVI brings specialized vision-specific expertise, but not every ECC learning opportunity requires specialized instruction. Explicit instruction, authentic experiences, and practice may be provided by others.
- **Shared ownership does not mean shared teaching.** Determine where the ECC learning needs to develop and what contributions are needed in those environments.

Part 2 — Key Takeaways: Share the Learning

- **Connect contributions around the same ECC learning priority.**

Make the intended learning clear, identify what others should notice, and create a way for useful observations to inform instruction and future opportunities.

- **Make ECC contributions clear, meaningful, and doable.** Consider what each person needs to know about the student's visual impairment, current learning, and access needs—and how the contribution fits their existing responsibilities and routines.

The goal is not simply to involve more people in ECC.
It is to connect the contributions that help the student develop and use the learning across environments.

Part 2 — Potential Shifts: Share the Learning

Consider one shift that could strengthen your ECC collaboration:

- Instead of asking everyone to “work on ECC” → Identify the specific contribution the learning requires.
- Instead of assuming every ECC need requires TSVI-delivered instruction → Determine what needs specialized expertise and what can develop through explicit instruction or authentic opportunities.
- Instead of creating another activity → Find where the learning is already happening and make that opportunity more intentional.

Part 2 — Potential Shifts: Share the Learning

- Instead of relying on someone to remember a conversation → Leave them with one clear, usable reminder or observable indicator.
- Instead of assuming a request is manageable → Ask whether the person has the knowledge, time, and opportunity to carry it out.
- Instead of repeating a request that isn't happening → Find out what is getting in the way and consider a different approach.

Part 3 — Support the Learning

Given this student, this high-impact ECC priority, and our current collaborative conditions, what is the strongest shared-learning system we can realistically create?

Support the Learning

What do we do when the learning requires more than our current conditions support?

We've clarified the ECC learning, identified the contributions it requires, and explored how to make those contributions clear, meaningful, and doable. But collaboration happens within conditions that influence what is possible.

Those conditions might include:

- **A particular classroom or routine:** The learning opportunities, instructional demands, and support available during the student's day.
- **The people involved:** Their knowledge of the student, relationships, responsibilities, availability, and understanding of the ECC learning.
- **School leadership and support:** Administrative priorities, scheduling, resources, and opportunities for coordination.
- **Service-delivery structures:** Consultation time, caseloads, staffing, district expectations, and contractual arrangements.
- **The broader learning environment:** Connections across school, home, residential, work, and community settings.

Our focus in Part 3: How do we understand the conditions surrounding this ECC learning and make stronger instructional and collaborative decisions within them?

Collaborative Conditions Are Not Fixed

The conditions surrounding ECC learning can differ across students, priorities, environments, and even moments in the school day.

- A classroom educator may have excellent opportunities to contribute to one ECC priority but limited capacity to support another.
- School leadership and priorities may create competing demands. Administrative pressure to prioritize other initiatives—or limited administrative support for ECC—can restrict the time, resources, and coordination available for ECC learning.
- A TSVI may have a strong working relationship with one educator but limited opportunities to connect with others who see the student in different environments.
- The same student may have consistent opportunities to practice an ECC skill in one setting but few opportunities to use it elsewhere.

Collaborative Conditions Are Not Fixed

What does this mean for our decision-making?

- We are not trying to evaluate an entire school or label someone/a team as a good or bad collaborators. We are examining the conditions surrounding one student and one high-impact ECC learning priority.
 - That helps us identify what is already working, what is getting in the way, and where a meaningful contribution might be possible. The TSVI is part of these conditions, too. Our relationships, communication, willingness to listen, and follow-through can influence how others are able to contribute.
- The TSVI is part of these conditions, too. Our relationships, communication, willingness to listen, and follow-through can influence how others are able to contribute.
- Read the conditions surrounding the learning—not just the people involved.

I Am Part of the Collaborative Conditions

Before deciding what needs to change around me, I need to examine what I am contributing to the conditions for ECC learning.

- **Relationships:** Am I building relationships with the people who make the student's day work—from front office staff and paraprofessionals to classroom educators, related service providers, and administrators? Do I connect with them only when I need something?
- **Reciprocity:** Am I willing to understand and support the work happening in another person's environment? Could I help with something during a classroom visit that creates an opportunity for the educator to support the student's ECC learning?
- **Role clarity without territorial thinking:** Am I using my specialized expertise to make contributions possible, or am I getting stuck in conversations about whose job something is?
- **Listening and curiosity:** Have I asked what others are already doing, what they've noticed about the student, and what would make an ECC contribution workable in their setting?
- **Follow-through:** When someone shares an observation, asks for support, or tries a strategy, do I respond in a way that makes future collaboration worthwhile?

I cannot control another person's participation, but I can examine how my actions strengthen—or complicate—the conditions for collaboration.

I Am Part of the Collaborative Conditions

Before deciding what needs to change around me, I need to examine what I am contributing to the conditions for ECC learning.

- **Relationships:** Am I building relationships with the people who make the student's day work—from front office staff and paraprofessionals to classroom educators, related service providers, and administrators? Do I connect with them only when I need something?
- **Reciprocity:** Am I willing to understand and support the work happening in another person's environment? Could I help with something during a classroom visit that creates an opportunity for the educator to support the student's ECC learning?

I Am Part of the Collaborative Conditions

- **Role clarity without territorial thinking:** Am I using my specialized expertise to make contributions possible, or am I getting stuck in conversations about whose job something is?
- **Listening and curiosity:** Have I asked what others are already doing, what they've noticed about the student, and what would make an ECC contribution workable in their setting?
- **Follow-through:** When someone shares an observation, asks for support, or tries a strategy, do I respond in a way that makes future collaboration worthwhile?

Find the Leverage

When collaborative conditions aren't ideal, where can we make a meaningful difference in this student's ECC learning?

We don't always need everyone involved in every ECC priority. We need to identify the contributions that will help this particular learning develop.

Look for a place to begin:

- **Build on an existing relationship.** Who already knows the student, communicates with you, or has shown interest in supporting the learning?
- **Find an authentic opportunity.** Where does this ECC priority already intersect with a classroom activity, daily routine, residential experience, or community setting?

Find the Leverage

- Identify a high-impact contribution. What one contribution could help the student make progress or provide information we don't currently have?
- Use the expertise already available. What does another educator, paraprofessional, family member, or professional know about the student or environment that could strengthen our instructional decisions?
- Recognize the limits of your influence. What can you clarify, offer, adapt, or coordinate? What requires another person's participation, authority, or support?

The goal is not to create an ideal collaboration plan before we begin. It is to identify a meaningful contribution that is possible within our current conditions.

Find the leverage: Where could one intentional contribution make the ECC learning more connected?

Choose the Strongest Next Move

Once we've identified what the learning requires and what our current conditions support, what should we do next?

Our next move may involve one of three responses:

1. Strengthen what exists.

- Make an existing opportunity, relationship, or contribution more intentional.

Example: A classroom educator already gives a student time to organize assignments at the end of class. The TSVI and educator agree to use that routine to observe whether the student can identify what needs to go home, locate the appropriate folder, and organize materials with appropriate support. A quick observation helps determine what the student needs to learn or practice next.

Choose the Strongest Next Move

2. Build what is missing.

- Provide the knowledge, tools, opportunities, or connections needed for someone to contribute meaningfully.

Example: A paraprofessional wants to support a student's use of tactile cues but needs guidance about what the student recognizes, which cues are meaningful, and how much prompting is appropriate.

3. Address what requires broader support.

- Identify barriers that cannot reasonably be resolved through an individual request or adjustment.

Example: A lack of consultation time or administrative support is preventing essential coordination across instructional environments. Identify what needs to be brought forward for a service-delivery or leadership decision.

Our 1% better question:

- What is one change within my influence that could make this student's ECC learning more connected?

Make the Strongest Decision Available Now

A realistic next move may not be our ideal solution. We may need to work within conditions we would prefer to change while continuing to advocate for what the student needs.

- **Keep the learning moving.** Identify what can meaningfully happen now without lowering the student's ECC learning priority.
- **Build while you wait.** Strengthen a relationship, clarify the learning, gather useful evidence, or create a small opportunity that prepares the way for a stronger contribution.
- **Stay open to new leverage.** Conditions change. A new relationship, schedule adjustment, resource, or administrative decision may create an opportunity that wasn't available before.
- **Address what cannot wait.** When necessary services, access, or support are not being provided, seek the appropriate action rather than treating an interim arrangement as the solution.

Make the strongest decision available now, while continuing to build toward the conditions the learning requires.

Key Takeaways: Support the Learning

- **Read the conditions surrounding a high-impact ECC priority.** The same people and environments may offer different opportunities and barriers depending on the knowledge, skill, concept, or experience the student needs to develop.
- **Look for both assets and barriers.** Identify where ECC learning is already happening, who has useful knowledge of the student, and which existing relationships or routines could help extend the learning.
- **Recognize that the TSVI is part of the collaborative conditions.** Examine how your communication, relationships, reciprocity, and follow-through help others understand and contribute to the student's ECC learning.
- **Distinguish the ECC learning need from the conditions affecting its delivery.** Limited consultation time, competing administrative priorities, or service-delivery constraints may affect the available response. They do not change what the student needs to learn or eliminate the need for appropriate services and support.
- **Find the leverage and make the strongest next move.** Identify a meaningful contribution that can strengthen the ECC learning now, while continuing to build relationships, seek necessary support, and remain open to new opportunities.

Adapt the collaborative approach to the conditions while continuing to build toward—and advocate for—the ECC learning opportunities the student needs.

Potential Shifts: Support the Learning

Consider one shift that could strengthen your ECC collaboration:

- Instead of evaluating whether someone is a good collaborator → Examine the conditions surrounding this student's ECC learning priority.
- Instead of focusing only on what's missing → Identify an existing relationship, routine, or opportunity you can build on.
- Instead of assuming a lack of follow-through means a lack of willingness → Explore whether knowledge, time, resources, expectations, or support are getting in the way.
- Instead of asking others to change without examining your own approach → Consider how your communication, reciprocity, and follow-through affect the conditions for collaboration.
- Instead of trying to involve everyone → Identify the contribution that could make the greatest difference for this learning priority.
- Instead of personally compensating for every barrier → Recognize what requires coordination, administrative support, or a system-level decision.

Given this student, this high-impact ECC priority, and the conditions I'm working within, what is my strongest next move?

High-Leverage Practices: Strengthening ECC Instruction

The HLPs help us strengthen how we teach and collaborate. Our specialized ECC expertise helps us determine how to apply those practices to what the student needs to learn.

What are High-Leverage Practices?

High-Leverage Practices (HLPs) are research-informed practices that support effective instruction for students with disabilities. They provide a shared professional foundation for collaboration, assessment, instructional planning, and teaching.

They are relevant to both itinerant practice and schools for the blind because they help educators connect specialized expertise with effective instructional practices across learning environments.

High-Leverage Practices: Strengthening ECC Instruction

HLPs reflected in this webinar

- HLP 1 — Collaborate with professionals to increase student success. Connect contributions around a high-impact ECC learning priority.
- HLP 3 — Collaborate with families to support student learning. Recognize the knowledge and authentic learning opportunities families contribute.
- HLP 4 — Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. Identify what the student already knows, what is emerging, and which ECC learning gaps need attention.
- HLP 16 — Use explicit instruction. Make important learning visible and intentional through explanation, modeling, guided practice, and feedback.
- HLP 21 — Teach students to maintain and generalize new learning across time and settings. Create opportunities to apply ECC learning and use observations across environments to inform instruction.

High-Leverage Practices: Strengthening ECC Instruction

A note about my 21st Century ECC work

I use HLPs throughout my approach to ECC instruction. They are not a separate ECC curriculum or an additional initiative. They provide established instructional practices that we can apply to individualized ECC learning.

- The ECC tells us what learning may be needed. Specialized expertise helps us understand the learner. HLPs strengthen how we teach, collaborate, and support that learning.

Get your own free copy of [High-Leverage Practices for Students with Disabilities](#) pdf

Professional resource: CEC & CEEDAR, High-Leverage Practices for Students with Disabilities, Second Edition (2024).

Coming Up in Webinar 3: Delivering Expanded Core Instruction with Purpose

We've changed the lens. We've connected the people. Now, how do we design and deliver the learning?

Webinar 3 will explore how to:

- Design individualized ECC learning experiences around the student's needs and priorities.
- Use the ECC as a guiding framework rather than a one-size-fits-all checklist.
- Match instructional approaches and delivery to the learner, learning priority, and context.
- Design toward meaningful application, transferable learning, and increasing independence.

The framework is shared. The curriculum is individualized.

References — Professional Standards & ECC Guidance

Council for Exceptional Children. (2020). Initial practice-based professional preparation standards for special educators. [CEC Professional Standards](#).

Council for Exceptional Children, Division on Visual Impairments and Deafblindness. (2017). The role and function of the teacher of students with visual impairments [Position paper]. [DVIDB position papers](#).

Council for Exceptional Children, Division on Visual Impairments and Deafblindness. (2024). The need for workload analysis for teachers of students with visual impairments and orientation and mobility specialists [Position paper]. [DVIDB position papers](#).

Council for Exceptional Children, Division on Visual Impairments and Deafblindness. (n.d.). Initial specialty set: Blind and visual impairments. [DVIDB professional standards](#).

Fundelius, E. (2026). Empowering students with visual impairments: A collaborative approach to access and the expanded core curriculum. TEACHING Exceptional Children, 58(6), 344–353.
<https://doi.org/10.1177/00400599251393898>

References — Professional Standards & ECC Guidance

Council for Exceptional Children & CEEDAR Center. (2024). High-leverage practices for students with disabilities (2nd ed.). [High-Leverage Practices resources](#).

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.

Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children*, 50(1), 20–27.

<https://doi.org/10.1177/0040059917724412>

Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17–40.

<https://doi.org/10.1016/j.edurev.2015.04.002>

Keep the Learning Going

Request Your Making ECC Instruction a Team Companion Workbook

The webinar introduces the **lens**. The companion workbook helps you **put that thinking into practice**.

Use the workbook as a flexible menu of reflection, coaching, and application tools to help you:

- **Prioritize** what deserves instructional attention now
- **Connect** ECC learning around the learner—not just cover areas
- **Strengthen** the intentional learning inside activities and experiences
- **Examine** where your instructional system may need attention
- **Build** learner agency, sustainability, and transfer
- **Choose a next step** without adding more ECC to your plate

You don't need to do everything.

Start with one learner, one priority, one experience, or one instructional decision.

Request link: <https://forms.gle/hvepfeaxrqJKRgQe7>



Keep in touch with me



Let's make
some ECC
magic together!

On social media @9MoreThanCore

Instagram-watch my ECC adventures

Facebook-Join the 9MoreThanCore Community

At my website: www.ExpandedCoreSolutions.com

Get your free copy of 21st Century Expanded Core.
Buy your copy of the ECC Basecamp Manual plus other ECC resources!



Via email: ExpandedCoreSolutions@gmail.com

© 2026 Robbin Clark | ECC Solutions | 21st C

