

Rethinking the Expanded Core

APH Access Academy
Webinar 1

With Robbin Clark, MA EdS

21st Century ECC Webinar Series Roadmap

Across three webinars, we'll **rethink how we see the ECC**, **expand who shares responsibility for the learning**, and **design delivery around the individual learner and context**. Together, the series moves the ECC from a set of areas to address toward an intentional, interconnected system designed for meaningful independence and transfer.

CHANGE THE LENS

How might we think differently about ECC instruction?

CONNECT THE PEOPLE

How do we work together so ECC learning extends across the student's day and environments?

CONTEXTUALIZE THE DELIVERY

How do we design the right ECC delivery for this learner, in this context, for this purpose?

Webinar 1: Rethinking the Expanded Core Curriculum Change the Lens	Webinar 2: Making Expanded Core Instruction a Team Effort Connect the People	Webinar 3: Delivering Expanded Core Instruction with Purpose Contextualize the Delivery
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	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	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.

Today's Learning Targets

By the end of our time together, you will be able to:

- **Differentiate** historical, checklist-driven approaches to Expanded Core Curriculum instruction from a modern systems-based model that emphasizes interconnected learning.
- **Explain** how student agency, integrated instruction, and skill transfer contribute to an effective Expanded Core Curriculum instructional system.
- **Analyze** instructional practices to identify opportunities for shifting from activity-driven lessons to skill-driven, student-centered learning experiences.
- **Apply** principles of a systems-based Expanded Core Curriculum to redesign instructional experiences that promote ongoing, embedded learning and meaningful independence.

An Invitation to Stretch

Our students need us to keep asking whether our practice is producing the outcomes they need now—and for their futures.

Not because the foundation is wrong. Because the world—and our students' futures—keep changing.

Is what we are doing with our Expanded Core practice producing the outcomes our students need?

Section 1: Redefining the ECC as a Unified System

“As we move toward the 21st century, our society is changing and growing at an ever-increasing rate. We must ensure that our children can change and grow with it so that they are not left behind, but instead fully participate in every aspect of mainstream societal life. If the children of today and tomorrow are to succeed in this way, then we must set high standards for them, for ourselves, and for our programs. We must expect children to learn to a high level of competency, so they can compete successfully and confidently in the global 21st century society that is fast approaching.”

Foreword to the original edition of The National Agenda (1995)

**The promise was already clear:
high expectations, high competency, and full participation.**

What is a 21st Century Lens for the ECC

21st century learning prepares students not just to know or perform skills, but to use, adapt, and direct their learning in real-world situations.

For the ECC, that means we aren't simply asking, “What skills should this student learn?” We are asking, “What learning will this student need to navigate, adapt, problem-solve, and increasingly direct their life?”

- 21st Century ECC is not about making the ECC trendy. It is about asking whether instructional practices are keeping pace with what students need to thrive.
- A 21st century lens for the ECC expands our understanding of the ECC to beyond skills. It includes knowledge, behaviors and experiences. It's not always a “ECC skill”
- High expectations are not demonstrated by giving students more activities. They are demonstrated by intentionally building meaningful capability.
- Preparing students for the future requires more than exposure to skills. It requires learning students can use, direct, and adapt.

We Know *What* the ECC Is. What Guides How We Teach It?

When you decide what to teach a student through the ECC, what tends to drive that decision?

- An ECC area I need to address
- A skill the student needs
- An activity or experience I want the student to have
- Assessment evidence
- Something I have noticed about the student
- A current or future need in the student's life

All of these can influence effective ECC instruction. But I want us to look underneath them today. **What ultimately organizes our decisions about what matters enough to teach?**

We Know *What* the ECC Is. What Guides How We Teach It?

21st Century ECC Helps Us Start With the Learner

- We've always thought about the learner but I'm asking us shift to how we start with the learner.
- The nine ECC areas give us a shared framework for recognizing disability-specific learning needs.
- But the framework alone cannot tell us **what matters most for an individual student**.
- Instead of beginning with, "**What should I teach in Independent Living?**" begin with, "**What does this student need to learn—and why?**"
- Then use the ECC areas to help **investigate, identify, and connect** the learning that may be needed.
- The ECC becomes a lens for investigation rather than the thing that dictates what we teach.

Nine Areas. Not Nine Checkboxes

- The nine ECC areas are useful because the body of learning potentially affected by visual impairment is enormous.
 - They give educators, families, and teams a shared structure and language for identifying and communicating disability-specific learning needs.
- But categories can unintentionally become instructional silos or checkboxes when coverage becomes the goal.
- The nine ECC areas help us know where to look. They don't tell us what every student needs to learn.
- We aren't trying to fill nine boxes. We're identifying the learning that matters for this learner.
- The nine ECC areas provide the framework. The learner's needs shape the curriculum.

Nine Areas. Not Nine Checkboxes

21st Century ECC moves us beyond treating the nine areas as isolated instructional domains and toward an interconnected system organized around the learner.

- The ECC areas help us identify and investigate learning that may be missing or underdeveloped because vision loss changes incidental learning.
- Some learning may need to be isolated for explicit instruction. The goal is not to eliminate isolation—it is to intentionally reconnect the learning.
- Integration is about coherence, not coverage. We connect learning across skills, experiences, environments, and opportunities for application rather than trying to “hit” multiple ECC areas in one activity.
- This allows us to design instruction around what the student needs to learn, rather than around which ECC domain we need to cover.

The nine ECC areas provide the framework. The learner's needs shape the curriculum.

The ECC is a Framework and a Curriculum

The framework is shared. The curriculum is individualized.

Calling it '***the*** Expanded Core Curriculum' can unintentionally lead us to imagine a common curriculum that students move through.

The nine areas are shared; what each student needs to learn within them is individualized.

An individual student's ECC curriculum is the coherent body of learning intentionally designed for that student, which may be documented across several systems.

The ECC is a Framework and a Curriculum

Framework Shared. Curriculum Individualized.

- Two students may both require ECC instruction without requiring the same ECC curriculum.
- The ECC framework gives us **common language without requiring common learning**.
- An IEP goal, assessment, lesson plan, or checklist is not the curriculum itself. Each is a place where the student's curriculum may become visible.
- Individualized does not mean random. The curriculum is deliberately designed around evidence, student needs, and priorities.
- We should be able to see the **coherence** among what we assess, prioritize, teach, monitor, and expect the student to carry forward.

What Guides an Individualized ECC Curriculum?

- **Start with the learner.** What knowledge, skills, concepts, and experiences may be missing or underdeveloped because vision loss changes incidental learning?
- **Gather evidence.** Use assessment, documented observation, student voice, family/team input, and student performance across environments.
- **Prioritize what matters now.** Not every identified need requires equal instructional attention at the same time.
- **Design intentional learning.** Identify what the student needs to learn—not simply the ECC area where it fits.
- **Connect the learning.** Look for relationships across ECC areas, environments, people, and authentic experiences.
- **Follow the evidence forward.** What the student demonstrates should determine what you continue, strengthen, adjust, connect, or prioritize next.

ECC Collapsed Framework

Access	Independent Living	Community Readiness
Compensatory	Independent Living Skills	Career Education
Sensory Efficiency	Recreation & Leisure	Orientation & Mobility
Assistive Technology	Social Interaction	Self-Determination*

**Self-determination skills should be woven throughout ECC instruction since its components are critical for the student to develop as an independent person. **Dr. Karen Wolffe is the original pioneer of this model.* © 2026 Robbin Clark | ECC Solutions | 21st Century ECC

The Collapsed Framework Helps Us See Connections

- The traditional nine areas remain important. The collapsed framework gives us another lens for seeing relationships among them.
- By grouping interrelated ECC areas, the collapsed framework helps us see how different areas of learning may connect around the needs of the learner.
- The value isn't simply having fewer categories. It's recognizing instructional relationships we might otherwise overlook.
- The collapsed framework reflects an important reality: ECC areas naturally relate to and influence one another in a student's learning and life.

Interconnected ECC Creates Coherence Systems

- **ECC coherence** means the learning is intentionally connected around what the student needs to know and do.
- **Interconnected is more than identifying multiple ECC areas in the same activity.** Saying, “*We hit five ECC areas on this community outing,*” tells us what was present—not necessarily what was intentionally taught or learned.
- **The learner provides the reason for the connections.** We connect learning across ECC areas because the student's needs require those skills, knowledge, and experiences to work together.
- **Some skills still need to be isolated for explicit instruction.** We can pull a skill out, teach it intensively, and then intentionally reconnect it within broader learning experiences.

Interconnected ECC is not about how many areas we cover—that's **coverage**.

It is about how intentionally the learning connects—that's **coherence**.

Isolation can be intentional. Siloing happens when we fail to reconnect the learning.

What Does Interconnected ECC Look Like?

Cooking — Multiple Areas, One Learning Experience

A student is learning to prepare a simple meal independently.

The learning might intentionally connect:

- **Independent Living:** prepare the meal and manage materials.
- **Assistive Technology:** access and follow a digital recipe.
- **Sensory Efficiency:** use non-visual strategies to monitor cooking.
- **Self-Determination:** make choices and determine when assistance is needed.
- **O&M:** organize and navigate the kitchen workspace efficiently.

Identifying five ECC areas tells us about-**COVERAGE**.

Explaining why those skills need to work together for this learner shows us-**COHERENCE**.

What Does Interconnected ECC Look Like?

Example: Accessing Information for a Class Assignment

A student is completing a social studies research assignment.

The learning might intentionally connect:

- **Compensatory Access:** efficiently locate information using headings, links, and document structure.
- **Assistive Technology:** use a screen reader, braille display, or magnification to access digital sources.
- **Self-Determination:** decide what information is needed and when to seek help.
- **Social Interaction:** communicate with the teacher or peers when information or materials need clarification.

Identifying four ECC areas tells us about **COVERAGE**.

Explaining why those skills need to work together for this learner to independently access and use information for academic learning shows us **COHERENCE**.

	ECC Coverage	ECC Coherence
Definition	Identifies which ECC areas or skills are included, addressed, or practiced in an activity or lesson.	Intentionally connects ECC learning around a clear learning purpose, so each piece contributes to what the student needs to know or do.
What it tells us?	What was present?	What is the student learning, why does each piece matter, and how does it work together?
Teacher thinking	“Which ECC areas can I address in this activity?”	“What does this student need to learn, and which ECC skills need to work together to accomplish it?”
Evidence	We can identify the ECC areas that were addressed.	We can explain the purpose, contribution, and connection of the learning.

How Do We Shift From ECC Coverage to ECC Coherence?

- **PURPOSE — What is the student learning to know or do?**
Name the intended learning, not just the activity.
- **CONTRIBUTION — Why does each ECC skill belong?**
Explain how each piece contributes to the intended learning.
- **CONNECTION — How do the pieces work together?**
Identify how the student will coordinate or use the learning toward the larger purpose.
- **SUSTAINABILITY — What learning should remain after the activity ends?**
Identify what the student should be able to **carry forward, use again, and build upon.**

If the activity disappears, what learning remains?

Coverage identifies the pieces. Coherence intentionally connects the pieces around the learner—and gives the learning somewhere to go.

Interconnected ECC Requires an Interconnected Team

A general education/content teacher may not need to know all nine ECC areas. **They do need to know what the student is learning, why it matters, and what it looks like in their environment.**

Greater buy-in comes when the TSVI shifts from: **“Can you work on this ECC skill in your class?”**

To: **“Here's what this student is learning. Here's where it naturally shows up in your class. Here's what you can do to give them an opportunity to use it.”**

Interconnected ECC Requires an Interconnected Team

TSVI Action Steps:

- **Make the “why” visible.** Connect the ECC learning to the student's ability to access, participate in, and take increasing ownership of learning in that teacher's classroom.
- **Translate the ECC skill into the teacher's context.** Show where the learning already occurs rather than adding another task.
- **Make the learning target visible.** Be clear about what the student is learning and what success looks like.
- **Ask for opportunities, not another lesson.** The TVI provides specialized instruction; the classroom provides authentic opportunities to use it.
- **Make feedback easy.** Give the teacher one or two specific things to notice.
- **Close the loop.** Bring classroom observations back into ECC instruction so they influence what happens next.

Interconnected ECC Requires an Interconnected Team

We're not asking the general education/content teacher to become the TSVI. We're asking them to recognize that the student's ability to use ECC learning in their classroom is part of successful access and participation in their curriculum.

TSVI role: identify disability-specific needs, provide specialized instruction when needed, help others recognize opportunities, design supports, observe evidence, and determine when more explicit instruction is necessary.

For engaging team members:

- The TVI brings specialized expertise. The team creates, supports, and responds to ECC learning opportunities across environments. You need to show them how to do this.
- For the “that’s not my job” team member: You don't have to become the TSVI. But you are part of the environment where this student learns.

Section 1 Key Takeaways & Potential Shifts

Key Takeaways

- The nine ECC areas provide a shared framework; the learner's needs shape the curriculum.
- Start with the learner: What knowledge, skills, concepts, and experiences may be missing or underdeveloped because vision loss changes incidental learning?
- ECC areas are interrelated; instruction can be intentionally interconnected around meaningful learning.
- Coverage identifies the pieces. Coherence connects the pieces around the learner and a clear learning purpose.
- Coherent ECC learning has purpose, contribution, connection, and sustainability.
- Skills may need to be isolated for explicit instruction. Siloing happens when we fail to reconnect the learning.
- An individualized ECC curriculum should show coherence across what we assess, prioritize, teach, apply, and carry forward.

Section 1 Key Takeaways & Potential Shifts

Instead of only asking... → Begin asking...

- **What ECC area should I teach?** → What does this student need to learn—and why?
- **What ECC areas did we cover?** → How did these pieces contribute to the intended learning?
- **What activity should we do?** → What learning should the activity produce?
- **How can I integrate more ECC areas?** → Which connections actually matter for this learner?
- **Did the student participate successfully?** → What did the student learn or demonstrate?
- **Did we teach the skill?** → Where will the student use it, strengthen it, and reconnect it?
- **Did the activity work?** → **If the activity disappears, what learning remains?**

The Key Points of a 21st Century Lens for the ECC

21st Century ECC builds on the foundation of the ECC while intentionally shifting how we organize, design, and evaluate learning for today's students.

- **FROM areas organizing instruction → TO the learner organizing the curriculum**

The nine areas remain the framework, but the learner's needs determine what we build.

- **FROM identifying and covering skills → TO designing coherent learning**

Skills are intentionally connected around a meaningful learning purpose—not simply addressed because they fit an ECC area.

- **FROM successful performance → TO sustainable learning**

We look beyond whether the student can perform during today's lesson or activity and ask: **What will the student retain, use again, build upon, and carry forward?**

The Key Points of a 21st Century Lens for the ECC

- **FROM learning in one context → TO learning that transfers**
Students need opportunities to recognize when learning is relevant and adapt it across people, places, demands, and situations.
- **FROM adult-directed instruction → TO increasing learner agency**
Students increasingly make decisions, solve problems, evaluate what works, and direct when and how they use their learning.

21st Century ECC isn't defined by what happens during the lesson. It's defined by what the learner is increasingly able to carry forward because of it.

Section 2: ECC As An Instructional System

What Does it Mean to Think in Systems?

Systems thinking asks us to look at the whole—not just the individual parts.

In ECC, we can have:

- ✓ A meaningful goal
- ✓ A strong TVI lesson
- ✓ An authentic learning experience
- ✓ Supportive team members

And still have a systems problem.

Because good individual pieces don't automatically mean the pieces are **working together**.

- **THE PARTS:** What are the pieces influencing this learning?
- **THE CONNECTIONS:** How are those pieces working together—or not working together?
- **THE OUTCOME:** What is happening for the learner because of the way the pieces are working together?

Systems thinking shifts us from asking only, “Is this a good lesson, service, or strategy?” to also asking, “How does it connect to everything else we're doing—and is the whole system producing the learning we want?”

Why Think in Systems?

James Clear makes a useful distinction:

“Goals are good for setting a direction, but systems are best for making progress.”

Think about an IEP goal. We can write an excellent IEP goal for a student. But writing the goal doesn't cause the student to achieve it.

What moves the learner toward that goal is the **system we build around it:**

- What are we intentionally teaching?
- How are we teaching it?
- Who is supporting and reinforcing the learning?
- Where does the learner practice and apply it?
- How do we know what's working and what needs to change?

THE GOAL

The goal tells us where we want the learner to go.

THE ECC SYSTEM

is what helps the learner make progress toward getting there.



The goal tells us where we want the learner to go.

The system is what helps the learner make progress toward getting there.

21ST CENTURY
ECC

INTERCONNECTED LEARNING.
INTENTIONAL INSTRUCTION.
A MORE INDEPENDENT FUTURE.

ExpandedCoreSolutions.com

ECC instruction gets complex quickly.

We are constantly making decisions about:

- **WHAT** does this learner need to learn?
- **HOW** should we intentionally teach it?
- **WHO** needs to be involved?
- **WHERE** does the learning need to go next?

Trying to manage each skill, lesson, ECC area, and environment separately can create more work—and more fragmentation.

A systems lens helps us connect those decisions.

Thinking of the ECC as car system is a practical way to see the pieces, identify what needs attention, and keep the learner moving forward.

What does systems thinking give us?

- **More intentional:** We know what each part of our instruction is meant to accomplish.
- **More efficient:** We connect learning instead of continually creating more lessons and activities.
- **More responsive:** We identify what needs attention instead of assuming the answer is simply “more ECC.”
- **More future-focused:** We build learning students can use, adapt, and increasingly direct in real life.

A lesson can teach a skill.

A system is designed to move the learner forward.

KNOWLEDGE	SPECIALIZED INSTRUCTION	AGENCY	TRANSFER
What are we building? What knowledge, skills, concepts, behaviors, and experiences does this learner need? Without this, we're driving instruction through activities, checklists, or whatever comes next in our materials.	How are we intentionally building it? The engine is the intentional instruction that builds capability—explicit teaching, feedback, practice, authentic application, adjustment based on evidence. Without the engine, we may have a beautifully identified curriculum that doesn't go anywhere.	Who is increasingly directing it? Movement isn't enough. The learner needs increasing direction over where they're going. 21st Century ECC asks whether we're building a learner who can increasingly direct their own actions and learning, not merely comply successfully with ours.	Can the learner use and adapt it beyond where it was taught? Learning has to travel. We're not trying to teach students one memorized route through life. We're developing learning they can use to navigate changing conditions.
The parts have different jobs. The system works when they work together to move the learner forward.			

What Does the Car Model Help Us Notice?

When learning isn't moving forward, the answer isn't automatically “**more ECC.**” Systems thinking helps us to respond not react.

The systems lens helps us identify where more intentional attention may be needed. Is the intended learning unclear?

- Does the learner need different or more explicit instruction?
- Are adults doing too much of the directing?
- Is the learner successful here, but unable to use the learning elsewhere?

**21st Century ECC isn't about adding more pieces.
It's about making the pieces we have work together more intentionally.**

What Does This Mean for Our Practice?

Whether you are itinerant or school-based, thinking in systems helps make ECC instruction more intentional, connected, and manageable.

- **Protects instructional time** by focusing effort on the learning that most needs our specialized expertise.
- **Reduces fragmentation and duplication** by connecting learning across existing instruction, routines, and environments.
- **Clarifies roles and shared responsibility** so ECC learning does not depend on one professional.
- **Creates continuity across people and environments** so learning can continue beyond a particular lesson, setting, or provider.
- **Strengthens transfer** by intentionally creating opportunities for students to use learning beyond where it was taught.

The goal isn't to fit more ECC into the day. It's to make the ECC learning already happening across the student's day more intentional, connected, and sustainable.

What Does the Car Model Help Us Notice?

Systems thinking helps us work smarter—not by doing less ECC, but by making more intentional decisions about what we teach, how we teach it, who supports it, and where the learning needs to go next.

- Where might fragmented ECC instruction be costing you or your team time, energy, or instructional impact?
- What is one decision you could make more intentionally—what to teach, how to teach it, who supports it, or where the learning goes next?

Section 2: Key Takeaways

- **ECC instruction can be a system.** Individual skills, lessons, people, and environments work best when they are intentionally connected around the learner.
- **The car model makes the system visible.** It helps us examine four essential parts: Knowledge, Specialized Instruction, Agency, and Transfer.
- **Systems thinking helps us diagnose—not just add.** When learning isn't progressing, the answer isn't automatically “more ECC.” We can identify **where the system needs attention.**
- **Systems thinking can make our work more intentional and efficient.** It helps focus specialized expertise, reduce fragmentation, clarify shared responsibility, and connect learning across the student's day.
- **The ultimate measure is what the learner can carry forward.** We are building learning students can increasingly **use, adapt, and direct in real life.**

Where might thinking in systems change what you do next for one of your learners?

Section 2: Potential Shifts

- **FROM managing separate ECC needs → TO connecting an instructional system**

We look at how knowledge, specialized instruction, agency, and transfer work together to move the learner forward.

- **FROM adding more instruction → TO identifying what needs attention**

When learning isn't progressing, we diagnose where the system needs strengthening rather than automatically assuming the answer is “more ECC.”

- **FROM isolated instructional decisions → TO coordinated decisions around the learner**

What we teach, how we teach it, who supports it, and where the learning goes next become **connected decisions** rather than separate ones.

- **FROM successful performance → TO learning that moves forward**

We look beyond whether the student can perform a skill and ask whether they can increasingly use, adapt, and direct their learning in real life.

Section 3:

From Activity to

Intentional

Learning

Birthday Party ECC

I started using the phrase “Birthday Party ECC” years ago to describe activities that **looked great on the surface**.

- Students were engaged, participating, and having authentic experiences.
- We could often identify multiple ECC areas within the activity.
- Those are all good things.

But I kept coming back to one question: **What did the student actually learn?**

The problem wasn't the birthday party. The problem was when participation in the activity became our evidence of learning.

Birthday Party ECC

The concern is when:

- The intended learning is unclear or hidden
- Participation becomes our evidence of learning
- Students are along for the ride rather than increasingly directing the learning
- We have limited evidence that skills are being developed, refined, or carried forward

**Birthday Party ECC can be a great experience.
The question is: What learning is the experience
designed to produce?**

Birthday Party ECC Can Have Great Coverage

- A single activity may include five or six ECC areas.
- Students may be actively participating across multiple skills.
- Those ECC connections are real and valuable.
- But identifying the areas involved tells us about **coverage**.
- It doesn't yet tell us whether the learning is **coherent**.

Coverage tells us what was present.

Coherence tells us how the learning was intentionally designed to work together.

The next shift: Move from asking, “What ECC areas are in this activity?” to asking, “What is this learner actually learning—and how are we intentionally designing the experience to build that learning?”

**We don't need to get rid of the birthday party.
We need to redesign what we're asking the birthday party
to accomplish.**

From Activity to Intentional Learning

“Hands-on without being minds-on’—engaging experiences that lead only accidentally, if at all, to insight or achievement.”

— Wiggins & McTighe, 2005, p. 16

We don't want ECC learning to happen by accident. We want to design for it intentionally.

An activity becomes an intentional learning experience when we can clearly identify:

- **What the learner is building** — not simply what they are doing.
- **How we are intentionally teaching it** — not simply providing an opportunity to participate.
- **How the learner is increasingly directing the learning** — not simply following adult direction.
- **Where the learning needs to go next** — beyond this activity, person, place, or routine.

More Intentional Doesn't Have to Mean More Work

Moving from activity to intentional learning helps us get more instructional impact from the experiences we already create.

- **Embed the learning—not more activities.** Create opportunities for the same learning to develop, strengthen, and become more intentional across the student's day.
- **We don't have to keep creating new activities.** We can return to the same learning across different authentic experiences.
- **We know what to watch for.** Clear intended learning makes it easier to notice progress during instruction instead of creating a separate assessment event.
- **We know what to do next.** Evidence from the experience tells us whether to reteach, refine, increase independence, or move the learning forward.
- **Learning begins to compound.** Instead of starting over with each new activity, the learner brings previous learning into the next experience.

We don't need a new activity every time we want more ECC learning.
We need to be more intentional about the learning inside the activities
we're already doing.

Section 3 Key Takeaways & Potential Shifts

Key Takeaways

- Engaging activities are powerful contexts for ECC learning—but participation is not evidence of learning.
- An activity can provide strong ECC coverage without necessarily creating coherent learning.
- The intended learning should be clear and visible, not hidden inside the activity.
- Intentional instruction helps learners build, demonstrate, refine, and increasingly direct their learning.
- We should design for learning that continues after the activity ends rather than leaving learning to chance.

The activity is the context. The learning is the purpose.

Section 3 Key Takeaways & Potential Shifts

- **FROM activity as the instructional plan → TO activity as the context for intentional learning**
The activity creates the opportunity, but the intended learning drives our instructional decisions.
- **FROM participation as evidence → TO evidence of what the learner is actually building**
We look beyond whether the learner participated successfully to **what they can** demonstrate, refine, and carry forward.
- **FROM learning that may happen by chance → TO learning intentionally designed to occur**
We make the learning clear, visible, and purposeful so we aren't simply hoping a good experience produces learning.
- **FROM success during the activity → TO learning the student can continue to use after the activity ends**
We design beyond successful performance in the moment toward sustainable learning that remains useful when the activity is over.

Putting It All Together

Three Sections. One Shift in How We Think About ECC.

1. Redefine the ECC: The learner organizes the curriculum—not the nine areas.

The ECC provides a shared framework. The learner's needs shape the individualized curriculum we intentionally design.

2. Think in systems: Design systems that increase instructional impact.

A systems approach helps us make **more intentional decisions about where to focus our time, instruction, and effort** so the learning we design has greater impact.

3. Move from activity to intentional learning: The activity is the context. The learning is the purpose.

We design experiences around what the learner will actually learn—and what they will be able to continue to do after the experience ends.

21st Century ECC isn't about doing more ECC.

It's about being more intentional with the ECC learning we design.

Where We Go Next

Webinar 1: Change the lens- Rethinking the Expanded Core Curriculum

Today we asked: *How might we think differently about ECC instruction?*

We explored: **Learner-Centered Curriculum → Coherence → Systems Thinking → Intentional Learning**

Next: Webinar 2 — Connect the people- Making Expanded Core Instruction a Team Effort

Next, we'll ask:

If ECC learning needs to extend across the student's day and environments, how do we intentionally connect the people who make that possible?

We'll explore how to:

- Create **shared ownership** of ECC instruction while protecting specialized expertise.
- Clarify the roles of the **TVI and other members of the student's team**.
- Connect **specialized and explicit instruction** with opportunities for practice across the student's day.
- Design intentional opportunities for **practice and transfer across people and environments**.
- Keep the **learner at the center** while multiple people contribute to the instructional system.

References

Agran, M., Hong, S., & Blankenship, K. (2007). Promoting the self-determination of students with visual impairments: Reducing the gap between knowledge and practice. *Journal of Visual Impairment & Blindness*, 101(8), 453–464.

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

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

Clear, J. (2018). *Atomic habits: An easy & proven way to build good habits & break bad ones*. Avery.

Corn, A. L., Hatlen, P., Huebner, K., Ryan, F., & Siller, M. A. (1995). *The national agenda for the education of children and youths with visual impairments, including those with multiple disabilities*. American Foundation for the Blind.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140.

References

Hatlen, P. (1996). The core curriculum for blind and visually impaired students, including those with additional disabilities. *RE:view*, 28(1), 25–32.

Perkins, D. N., & Salomon, G. (1988). Teaching for transfer. *Educational Leadership*, 46(1), 22–32.

Sapp, W., & Hatlen, P. (2010). The expanded core curriculum: Where we have been, where we are going, and how we can get there. *Journal of Visual Impairment & Blindness*, 104(6), 338–348.

Wehmeyer, M. L., Palmer, S. B., Agran, M., Mithaug, D. E., & Martin, J. E. (2000). Promoting causal agency: The Self-Determined Learning Model of Instruction. *Exceptional Children*, 66(4), 439–453.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). ASCD.

Keep the Learning Going

Request Your 21st Century ECC Companion Workbook

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

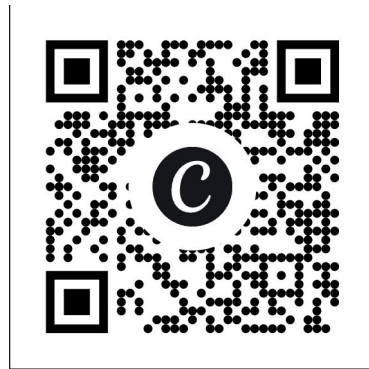
Use the workbook as a flexible menu of reflection, coaching, and application tools to help you:

- **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/dAwmE3RCBX6x85dYA>



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

Via email: ExpandedCoreSolutions@gmail.com

