

# Curriculum Overview

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*Martha M. Majors  
Deafblind Program  
Perkins School for the Blind*



# Curriculum Components

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- ❑ Language Based
- ❑ Calendar Systems
  - ❑ Every student must have one
- ❑ Appropriate teaching strategies
- ❑ Appropriate level of curriculum
- ❑ Consideration given to learning style
- ❑ Exciting and meaningful for the learner
  - Child Centered
- ❑ FUN and Age Appropriate

# Curriculum Considerations

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- ❑ Assessment of Cognitive Levels
- ❑ Assessment of Language and Communication
- ❑ Age



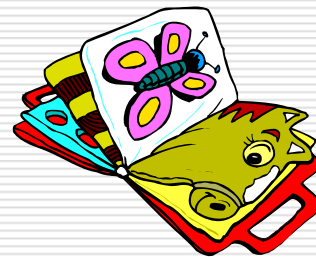
# Concepts Across All Curriculums and Across All Environments

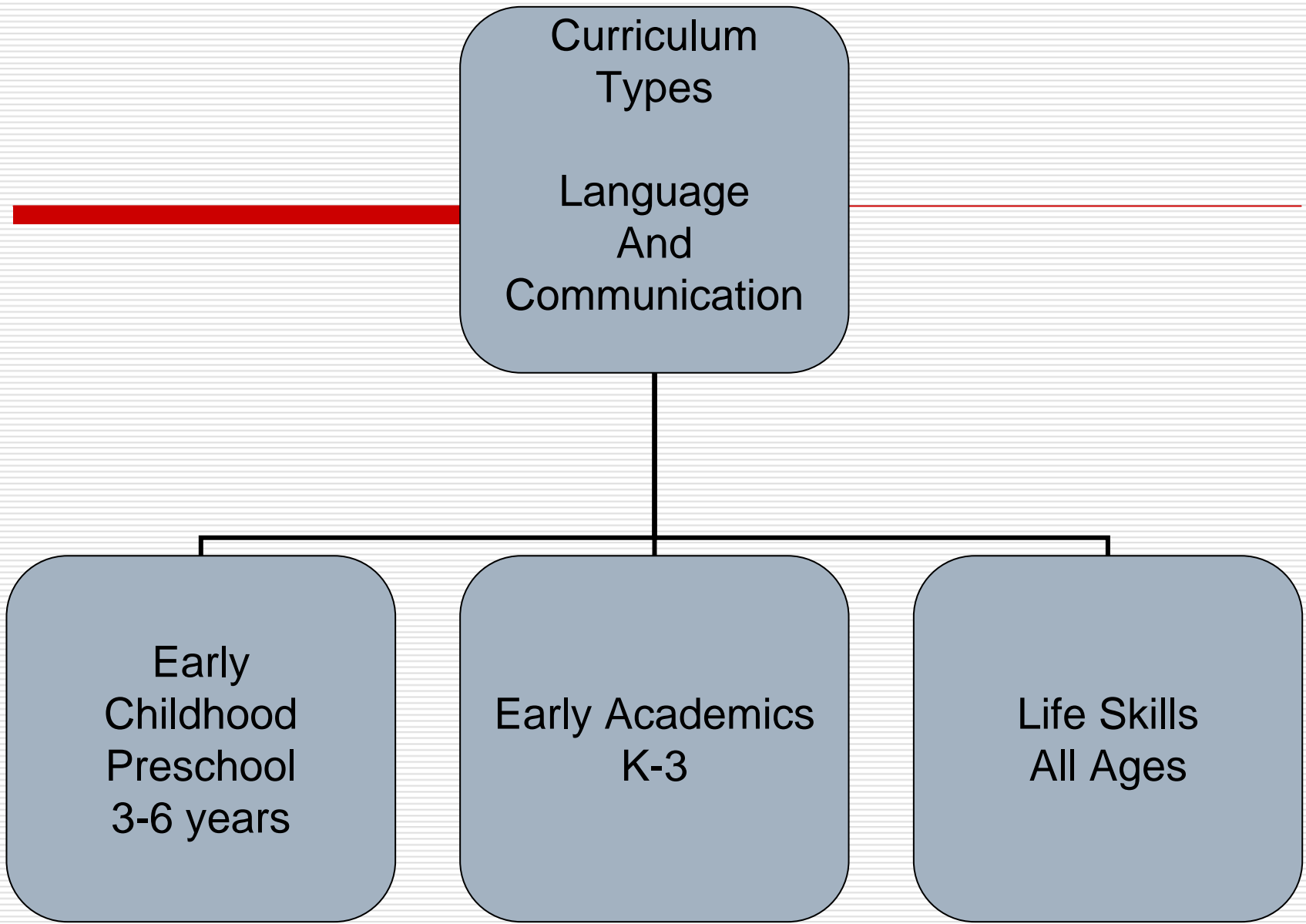
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- Matching
- Sorting
- Classifying
- Sequencing
- Organizational Skills
- Fine Motor Skills
- Helping Out
- Group Activities



- Curriculum Frameworks
  - Reading
  - Math
  - Science
  - History/Social Studies



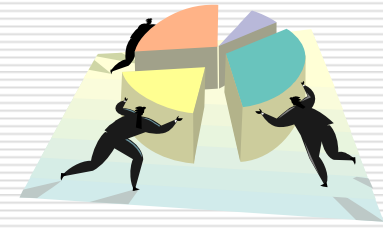


# Early Childhood and Early Academics Curriculum “Subjects”

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- Using the concepts grid (Martha’s Matrix) the following subjects are introduced:
  - Early Literacy (all ages)
  - Early Reading
  - Early Math
  - Social Skills
  - Daily Living Skills
  - Clinical Services (as appropriate)

# Typical Service Delivery in the IEP for Deafblind Students



Language and Communication and Speech/Language

OT, Daily Living Skills  
PT  
Sensory Motor (SMI)

Cognition  
Early Academics  
Computer

Social  
Play Skills

Compensatory Skills  
For VI students  
O and M, Audiology

APE/Swimming

# Unit Based Curriculum

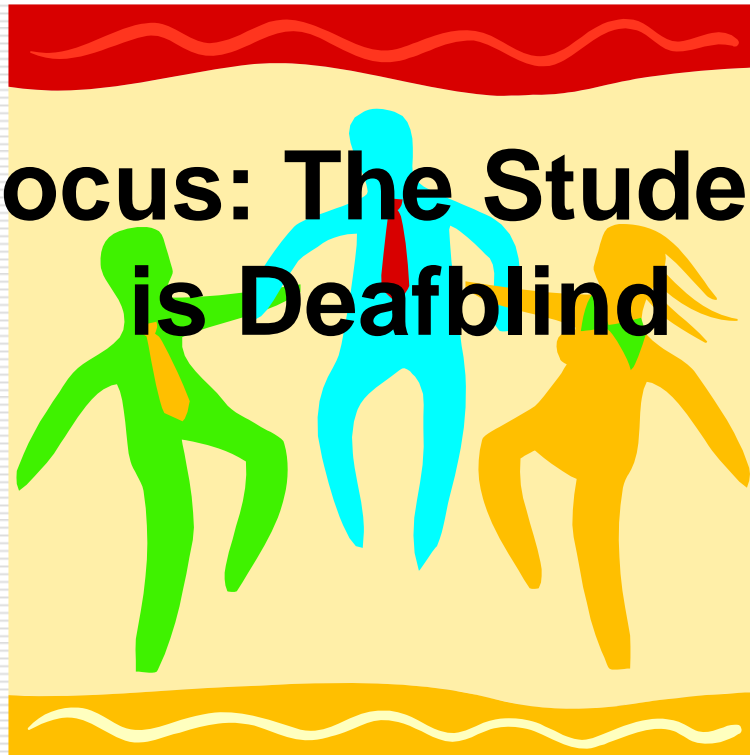
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- ❑ Used as part of Preschool Curriculum
- ❑ Used as part of Early Academics
- ❑ Aligned with Curriculum Frameworks Content
- ❑ Used with students from 3-15 years old
  - May also be used to support Functional Academics Curriculum

# Integrating Learning Strategies into the IEP

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**The Focus: The Student who is Deafblind**



# Components to the IEP

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- ❑ Individual Student Profile
- ❑ Individual Student Goals
- ❑ Individual Current Performance and Reports
- ❑ Alignment with State wide Curriculum
- ❑ Alignment with State wide Assessment practices

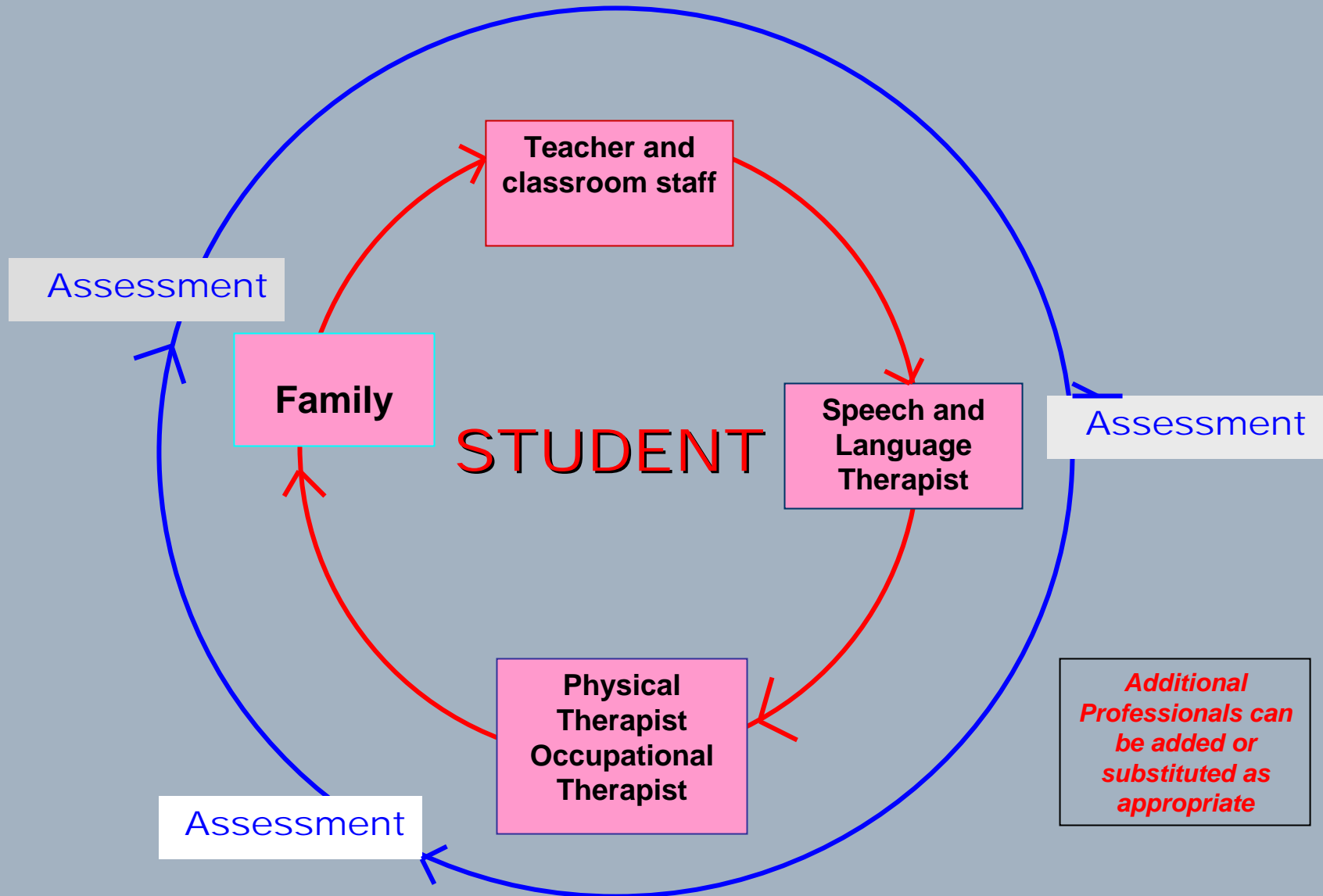
# Use of the IEP Form

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- Incorporate information from Assessment
- Student Strengths and Likes
- Specially Designed Instruction
  - Teaching Strategies
  - Accommodations
- Goals and Objectives
  - Use of Martha's Matrix (Concept Based)

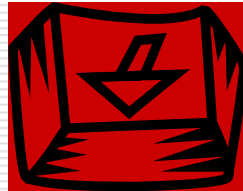
# IEP GOALS And Objectives Developed using an Integrated Team Model



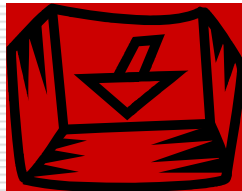
# IEP Concepts

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- Martha's Matrix: Review of Concepts



- Use of Unit Based Curriculum for Content



- Alignment with State wide Curriculum

**IEP PROCESS**



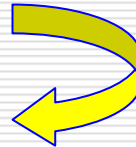
**CURRENT PERFORMANCE**



**GOALS**

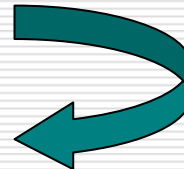


**OBJECTIVES**



**UNIT BASED CURRICULUM**

**ACTIVITIES**



# Questions and Guidelines for Activities for Students Who are Deafblind



- Are there communication interactions occurring with peers throughout the activity
- Is there an opportunity for the student to take turns
- Is the activity language based:
  - What is the language level?
  - Is there an opportunity for the student to use and learn language?
- Is the beginning, middle, and end of the activity clearly communicated to student?
- Is the activity taught across all environments?