



# Expanded Core Curriculum Descriptions, Skills, and Activities

For Very Young Children

## Assistive Technology

Using a tablet to reach and tap to express preferences. Practicing swiping, pressing keys, buttons, and switches. Using computer software to begin literacy.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Access to information</li> <li>• Communication</li> <li>• Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Low-tech vs. high tech</li> <li>• Adapted books, toys, and other materials</li> <li>• Little Room</li> <li>• Resonance Board</li> <li>• Magnification</li> <li>• iPad</li> <li>• Switches / communication systems</li> <li>• Braille writer</li> <li>• Abacus</li> </ul>

## Career Education

Learning responsibility like putting away toys. Understanding different roles people play (e.g., firefighter, teacher, parent).

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Awareness and understanding of community</li> <li>• Career awareness</li> <li>• Career exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between work and play</li> <li>• Understanding of role in family, as a member of community</li> <li>• Awareness of others' jobs</li> <li>• Pretend play</li> <li>• Following directions</li> <li>• Responsibilities at home</li> <li>• Task completion, sequencing</li> </ul>

## Compensatory Skills

Communicating wants and needs.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Concept development</li> <li>• Communication</li> <li>• Literacy</li> <li>• Problem solving skills</li> <li>• Organization</li> </ul>	<ul style="list-style-type: none"> <li>• Use of real objects</li> <li>• Experiential learning</li> <li>• Accessible materials</li> <li>• Alternative communication (receptive &amp; expressive) – object/tactile symbols, sign, switches, touch cues</li> </ul>

## Independent Living

Learning to assist in eating, dressing and toileting. Learning to put away toys.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Self-care: feeding, dressing, bathing,</li> <li>• potty-training</li> <li>• Chores</li> <li>• Counting (for later money concepts)</li> <li>• Time management</li> <li>• Community outings</li> <li>• Organizational skills</li> <li>• Phone calls</li> </ul>	<ul style="list-style-type: none"> <li>• Routines!</li> <li>• Beginning/middle/end</li> <li>• Anticipation (what comes next, first/then)</li> <li>• Self-feeding - bottle, fingers, spoon</li> <li>• Contributing member of family: putting toys away, sorting socks &amp; utensils, cleaning up after self</li> <li>• Caring for pets</li> </ul>

## Orientation & Mobility

Learning to reach for objects and move toward a target, sound, or stimulus.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Spatial concepts</li> <li>• Environmental concepts (home, neighborhood, grocery store, etc.)</li> <li>• Mobility</li> <li>• Orientation</li> <li>• Decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful movement</li> <li>• Searching for objects of interest</li> <li>• Motor skills</li> <li>• Exploration of home, yard, neighborhood</li> <li>• Routes – A to B and B to A</li> <li>• Introduction of precane/cane</li> </ul>

## Recreation & Leisure

Learning how to play independently, how to pretend, how to play with toys and manipulate objects. Engaging in physical play.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• In the home and community</li> <li>• Places and events in the community (zoo, parties, library, playgroups)</li> <li>• Physical exercise</li> <li>• Sports, arts &amp; crafts, music, theatre</li> <li>• What does family enjoy doing?</li> </ul>	<ul style="list-style-type: none"> <li>• Play skills (parallel, cooperative)</li> <li>• Interactions with others</li> <li>• Family activities/traditions</li> <li>• Exposure to a variety of activities</li> </ul>

## Self-Determination

Learning to choose activities and make decisions.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Making needs known,</li> <li>• Active learning</li> <li>• Knowledge of self</li> <li>• Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Choice making</li> <li>• Problem solving</li> <li>• Self-initiation</li> <li>• Doers or done-to-ers</li> <li>• Expresses wants/needs, likes/dislikes</li> </ul>

## Sensory Efficiency

Practicing tactile and auditory discrimination, localizing sound. For children with low vision, practicing eye tracking.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Use of vision, hearing, touch, smell, and taste during routines</li> <li>• Proprioceptive, kinesthetic, and vestibular input</li> <li>• Sensory play</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated learning</li> <li>• Tactile discrimination &amp; dexterity,</li> <li>• Sound localization and discrimination, patterns of speech</li> <li>• Good/bad smells</li> <li>• Food textures, discrimination of food types</li> <li>• Movement input: rocking, swinging, spinning, rolling, jumping, etc.</li> </ul>

## Social Interaction

Learning to engage in non-verbal communication. Turns towards those who are speaking. Takes part in healthy reciprocal play. Understands sharing.

ECC Domain Description	Skills / Activities
<ul style="list-style-type: none"> <li>• Attachment</li> <li>• Social engagement</li> <li>• Communication (cues, gestures, and body language)</li> <li>• Awareness of others</li> <li>• Community outings</li> <li>• Knowledge of self</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging appropriately with others:</li> <li>• gaining attention, facial expressions, feelings, personal space</li> <li>• Turn-taking</li> <li>• Interacting with family members and friends</li> <li>• Requesting help</li> <li>• Expressing wants/needs</li> <li>• Social etiquette</li> <li>• Interactions with peers</li> </ul>