

## EXPANDED CORE CURRICULUM NEEDS ASSESSMENT

(To be completed Yearly after identifying ROUTINES for individual child)

Student's Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Age: \_\_\_\_\_ TVI: \_\_\_\_\_

Date of Needs Assessment: \_\_\_\_\_

Check all who contributed to this Needs Assessment:

	Parents		Service Coordinator		COMS
	PSPs		TVI		Other related service providers
	Other Family Members				

**Key:** (+) Strength (-) Need (0) Not a Need at this time

**Circle or highlight Priority Areas**

Skills	Key	Routine/ Environment
<b>COMPENSATORY</b>		
Communication & Type (receptive & expressive)		
Print awareness		
Scribbling		
Tactual Readiness		
Listening Skills		
<b>CAREER EDUCATION</b>		
Knows function of community workers		
Follows simple/complex tasks in multiple environments		
<b>INDEPENDENT LIVING SKILLS</b>		
Dressing/Clothing Management		
Personal Hygiene/Grooming		
Toileting		
Eating/Food Management		
<b>ORIENTATION AND MOBILITY</b>		
Concept Development		
Body Image		
Protective Techniques		
Human Guide		

Trailing		
Search Patterns		
Cane Skills		
<b>RECREATION/LEISURE</b>		
Management of Leisure Time		
Solitary Play & Leisure Activities		
Pets & Nature		
Music & Dance		
Arts & Crafts		
<b>SELF-DETERMINATION</b>		
Self-Awareness		
Self-Advocacy		
Choice Making		
Self-Management		
Self-Knowledge		
Decision Making		
Goal Setting		
<b>SOCIAL INTERACTION SKILLS</b>		
Interaction with Family, Peers, & Others		
Non-verbal communication		
Courteous Behavior		
Recognition & Expression of Emotions		
<b>TECHNOLOGY</b>		
Low/High tech devices		
Additional Skills (identify)		
<b>SENSORY EFFICIENCY</b>		
<b>VISUAL</b>		
Is aware of visual information beyond arm's reach		
Able to identify visual information at near, intermediate, distance		
<b>AUDITORY</b>		
Discrimination		
Association		
<b>TACTUAL</b>		
Explores tactually		

Recognizes tactile characteristics of objects		
<b><i>SECONDARY LEARNING SKILLS</i></b>		
<ul style="list-style-type: none"> <li>• Olfactory</li> <li>• Gustatory</li> <li>• Vestibular</li> <li>• Proprioceptive</li> </ul>		
<b>OTHER CONCERNS</b>		
Fine Motor		
Gross Motor		
Speech and language		
Hearing		
Behavior(s)		
Additional Skills (identify)		

<p>Developed by Wendy Sapp, revised by Iowa ECC Resource Guide Work Team, 2006 and revised by Karen Blankenship in 2011</p>
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\*\* Teacher discretion is required for skill sets identified within each content area