



B.E.S.T.

Westmoreland Intermediate Unit 7



B.E.S.T.

Building

Experiences for

Student

Transition



B.E.S.T.
Video

Best Preview



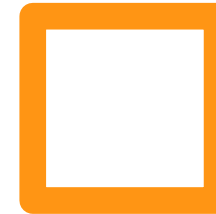
What is B.E.S.T. ?


- Building Experiences for Student Transition
- Offered to students in grades 7-12, 4 times per school year (1x a quarter)
- Offered to students in grades 3-6, 3 times per school year
- For students who are visually impaired and/or Deaf/hard of hearing
- Offered to all 17 school districts in Westmoreland County




Goals of B.E.S.T.

- Provide opportunities for students to build friendships through shared experiences
- Prepare students for post-graduate education and work
- Build independent living skills
- Focus on improving social and communication skills
- Promote community service



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Expanded Core Curriculum (ECC)

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What is the Expanded Core Curriculum?

- Expanded Core Curriculum (ECC) is a tool used by teachers to help students with vision and/or hearing impairments fill in the gap.
- Is not used in place of the general/core curriculum, but used as an addition
- Helps compensate for lack of incidental learning

DHOH VS Vision ECC

DHOH ECC

1. Audiology
2. Career Education
3. Communication
4. Family Education
5. Functional Skills for Educational Success
6. Self Determination & Advocacy
7. Social Emotional Skills
8. Technology



Vision ECC

1. Compensatory Skills
2. Orientation and Mobility
3. Social Interaction Skills
4. Independent Living Skills
5. Recreation and Leisure Skills
6. Career Education
7. Use of Assistive Technology
8. Sensory Efficiency skills
9. Self Determination



Typical Areas of ECC Used

DHOH ECC


Career Education
Communication
Functional Skills for Educational Success
Self-Determination and Advocacy
Social Emotional Skills

Vision ECC

Social Interaction Skills
Independent Living Skills
Recreation and Leisure Skills
Career Education
Self Determination



Explaining ECC to Districts

- Sensory Impairment Team uses the ECC to drive instruction and IEP goals
 - ECC information is readily available to districts
 - Discuss what the ECC is and how it is used at annual IEPs
 - Providing links and documentation to individuals at a district level
 - Discuss how the ECC is tied together with our B.E.S.T. program
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B.E.S.T. Activities

Past & Present



College Tours

- Have toured many post-secondary education placements
- Seton Hill, Penn-State New-Ken, & St. Vincent
- Meet with disability office to discuss accommodations available at the college level
- Tour the campus, see the dorms & classrooms

- Meet with college students
- Eat lunch in a dining hall



Culinary Lesson



- Students attend Northern Westmoreland Career and Technology Center
- Prepare a themed meal
- Work with the students from the Career and Technical Centers and learn how to prepare the meal
- Prep, cook, set table, and clean up
- Eat the meal as a group




Student Mentoring Day

- Third through sixth grade students throughout the county are invited to attend
- The seventh through twelfth graders serve as mentors
- Choose a theme that both age groups will enjoy
 - Stem Activities
 - Minute to Win It Games





End of the Year/Self Advocacy Day

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- Students are invited to Twin Lakes or the IU depending on the age group
 - We have had several speakers in the past
 - Professionals who are Deaf/hard of hearing or visually impaired speak about college/employment/jobs
 - Self-Advocacy scavenger hunt
 - Students get to eat and enjoy the park together following the self-advocacy activity
 - We celebrate all graduating seniors
 - One of the best activities to observe the students engaging with one another



End of the Year/Self Advocacy Day


Student Led IEP

- Started in the 2020-2021 school year
- Dedicated each B.E.S.T. session to a specific portion of the IEP
- Goal is to have all students involved in their IEP at some capacity
- Focused on present levels, SDI, and transition
- Worked on pamphlet, poster, ppt, or one-page document
- Presented information at the end of the school year



Student Led IEP cont.

- We dedicate one B.E.S.T. activity to student led IEPs
- Focus on present levels, SDI, transition
- A quick refresher on each section is provided
- The student's IEPs are printed off prior to the event for the students to reference
- Students spend the majority of their time working on a project of their choosing
 - Ppt, poster, video, etc.
- Students then present their project to the group when finished
- Continue learning and working on participating in the SLIEP process during hearing and or vision support sessions




Example of Student Led IEP Success

[Video of Student Led IEP](#)

[Brochure Student Led IEP](#)

[Video of Student Led IEP One-Pager](#)



Student Led IEP (11/3/22)

Completed a student led IEP activity for our primary students at our first B.E.S.T. program of the 2022-2023 school year

Student Led IEP 11/3/22 (Primary Students)

Schedule:

- Started the day with an ice breaker activity
- Followed with an overview of the IEP process
- Students were instructed on the IEP process and sections of the IEP
 - Present levels, SDI, transition
- Introduced the different activities (photo book, poster, and video)

Student Led IEP 11/3 Photos



Including B.E.S.T. in the IEP

- Include B.E.S.T. in the transition section of the IEP
 - “Student will be offered to attend the B.E.S.T. program up to 4 times a school year”
- Ask students what their interests are/ what they would like to do
 - Community service, culinary lesson, college tours etc.

Buy-In

- Distribute information for our B.E.S.T. program frequently
- Information is distributed to district LEAs along with families
- Teachers of the visually impaired and teachers of the Deaf/hard of hearing distribute information to families
- An annual B.E.S.T. flyer is created and sent out digitally
 - [Link to Flyer](#)

Buy-In

Student Buy-In

Include the students in decision making process

Survey students on their interests

Encourage students to foster peer relationships

Family Buy-In

Provide information to families often

Share student testimonials with families

District Buy-In

Consistently providing information

Discussed at all regional leadership meetings

Share student testimonials during IEP meetings

Explain how B.E.S.T. ties into the ECC

Consistent programming

Buy-In Example

Summary

- The B.E.S.T. program provides students the opportunity to engage with peers who are like them while engaging in transition activities.
- Several of our students may be the only Deaf/hard of hearing or visually impaired student in their building.
- This program provides more than just an educational impact! Allows students to build and foster relationships with peers all over the county





Student Impact

B.E.S.T Student Impact!



Thank You

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