

**Self-Determination Lesson Plan**  
**Unit 2: Student Toolbox**  
**Lesson 13: Strategies for Communicating with Others about Access:**  
**Creating a Product to Communicate Visual Strategies/Tools with Teachers**

**Unit Goal:**

Student will develop skills to communicate preferred accommodations to compensate for vision loss.

**Lesson objective(s):**

Student is able to create and share a product that notes tools and strategies for increasing participation in visual activities across the school curriculum.

**Teaching procedures/steps:**

Step	Actions	Vocabulary
Anticipatory	“We have spent some time studying your visual impairment, as well as the tools and strategies you need to participate with your peers in class. In this lesson, we will create something (product) that can help them understand how you best function on visual tasks in their class.”	Difference between a “tool” (AT) and a “strategy”  Product
Introduction	“We are going to be learning how to document and communicate your preferred adaptations and accommodations for school work. Being able to communicate with teachers will also help you advocate for your visual preferences as an adult when you are at college and/or in the work force.”	
Stating the Goal	“This lesson will help you create a product to communicate your preferred strategies and tools that compensate for your vision loss.”	

Step	Actions	Vocabulary
Instruction: Creating a Product	<ol style="list-style-type: none"> <li>1. Using the <i>Personal Preferences</i> worksheet, allow the student to select a product through which he will communicate visual preferences to teachers. Products could include one or any combination of these: PowerPoint, notebook with dividers, brochure, portfolio, one-page document, and/or short video, photograph slideshow of tools/strategies.</li> <li>2. Product should include: <ol style="list-style-type: none"> <li>a. Student's etiology and any health concerns</li> <li>b. How eye condition affects visual performance</li> <li>c. Strategies used to complete visual tasks in school</li> <li>d. Tools (assistive technology) used</li> <li>e. Personal preferences for the presentation of school-related materials</li> </ol> </li> </ol>	PowerPoint Portfolio
Instruction: Presenting Product to Teachers	<ol style="list-style-type: none"> <li>1. Student should practice having a discussion with his TVI first, using his product as prompt.</li> <li>2. Select one general education teacher to listen to the student's presentation of the product. Gain feedback from the teacher and adjust as necessary.</li> <li>3. Select additional teachers individually, or in a group meeting, for the student to present his product</li> </ol>	
Check for Understanding	The student should be able to (a) explain his visual condition (etiology), and (b) use his product as a conversational tool with others.	
Closure	By the end of this lesson, the student should have a product that captures the key discussion points to be shared with teachers. He should first practice his presentation with the TVI, then with at least one general education teacher.	

**Rationale:**

The intent of this lesson series is to teach the student how to clarify how he accesses an array of visual tasks, and to communicate his needs to others.

**Materials:**

- Pull information from worksheets completed in the previous lesson: *Access to Visual Media; Personal Preferences for Access*

- Product should include document “Technology I Find Useful” highlighting the technology specific to the student. Add to this list if necessary.

Resources:

- *ECC Essentials, Teaching the Expanded Core Curriculum to Students with Visual Impairments*, Allman C.B., and Lewis, S., AFB Press, 2014. See chapter 12, “Self-Advocacy”.