

**Self-Determination Lesson Plan**  
**Unit 2: Student Toolbox**  
**Lesson 9: Strategies for Increasing Access - Strategies for Braille Readers**

**Unit Goal:**

Student who are using braille will develop a set of strategies (toolbox) to optimize functioning on visual tasks in a variety of settings

**Lesson objective(s):**

Student is able to efficiently use strategies and assistive technology to increase independent access to visual tasks. Strategies might include using a braille device, audible materials, tactile materials, assistive technology, and/or working with a partner

**Teaching procedures/steps:**

Step	Actions	Vocabulary
Anticipatory	Ask the student to describe the kinds of learning activities he needs to complete in any given class. (e.g., copy/read near and distance materials, give a speech, read from a textbook/work sheet, complete a written assignment, read charts/maps/graphs). Tell the student you will be working together to develop ways to complete these typical classroom activities using a variety of tools and strategies.	Tools Strategies
Introduction	“We are going to be looking at the tools, such as assistive technology devices you have that help you participate in classroom activities, and the strategies (ways of getting things done). We’ll see how well these are working for you, and look at ways to increase your proficiency with these tools and strategies. We’ll also try to determine if there are additional tools/strategies that might work better for you.”	
Stating the Goal	“This lesson will help you learn strategies to optimize functioning on visual tasks in a variety of settings.”	

Step	Actions	Vocabulary
Instruction	<ol style="list-style-type: none"> <li>1. Begin by writing down the learning activities the student named (see Anticipatory). Add to this as needed.</li> <li>2. Ask the student to show you the equipment he uses for braille, as well as any AT he uses for access to auditory materials. Determine student's proficiency on each piece of equipment, including telling you the kinds of activities he is able to do with each piece.</li> <li>3. Complete the "My Strategies" worksheet</li> <li>4. Make a list of each class the student attends. Using the results of the "My Strategies" worksheet, ask which of these tools/strategies he uses for each individual class. Are there any problem areas? Are there things he is currently not able to access at all?</li> <li>5. Ask him to select a visual task (from the left column) to begin to "fine tune", given the AT equipment issued.</li> <li>6. Begin to work on strategies for using technology to access individual visual tasks. Some of these strategies will involve braille AT, and some will involve auditory AT. Each strategy will require initial assessment (what does the student already know) and instruction (how can the student use this equipment to access this particular activity). A great resource for braille-access skills can be found on pp. 193-195 and pp. 197-201 in <i>ECC Essentials</i>. A resource for auditory access skills and technology can be found in chapters 4-5 in <i>Learning to Listen, Listening to Learn</i>.</li> <li>7. Create a document or other product (i.e., PowerPoint) that can be shared with others and gives access details across the curriculum.</li> <li>8. Begin to explore access outside the school, and how the same tools could be used to access recreational and career-related activities.</li> </ol>	MP3 Player

Step	Actions	Vocabulary
Check for Understanding	Check to make sure the student understands the connection between using a device and accessing specific tasks. The device is a tool to help them participate with their peers on classroom assignments/activities. Check to see if the student can complete this statement, “With this _____ (tool), I am able to participate with my peers on these activities/tasks_____.”	
Closure	“Today we have learned how to use a tool or strategy to complete a specific task or tasks in a specific subject area class. Our next several lessons will continue to build the tools/strategies and the settings in which you can use these in your classes.”	

### Rationale:

The intent of this lesson is to come up with a plan for accessing all the typical classroom tasks. There will be different student-specific tools for this, including assistive technology, auditory strategies, and even the use of educational partners. Since classrooms/subject areas are so varied, ultimately you will want to cover each class, completing a summary of access strategies called “My Strategies for Completing Visual Tasks in School”. Along the way you will be assessing the student’s competency in using technology, and teaching the student how to use a device to access to classroom activities. Once the student has a record of the strategies and tools he uses for access, as well as the necessary skills in using the technology, he will use this record to advocate for his skills and needs with individual classroom teachers.

**Note:** This unit is not intended to cover skill instruction for specific devices, and relies on the teacher’s ability to access additional instructional materials for teaching skills related to assistive technology within the context of classroom tasks.

### Materials:

- *My Strategies for Completing Visual Tasks in School* worksheet

### Resources:

- SETT Framework (acronym for Student, Environments, Tasks, and Tools), by Joy Zabala. <http://www.joyzabala.com/>
- *ECC Essentials, Teaching the Expanded Core Curriculum to Students with Visual Impairments*, Allman C.B., and Lewis, S., AFB Press, 2014. See chapter 6, “Assistive Technology”.
- *Learning to Listen, Listening to Learn*, Barclay, L.A., Editor. AFB Press, 2012

- *Assistive Technology for Students Who Are Blind or Visually Impaired, A Guide to Assessment.* Presley, I., and D'Andrea, F.M., AFB Press, 2009.
- Auditory Strategies: <http://www.pathstoliteracy.org/auditory-strategies>
- Assistive Technology and Listening: <http://www.pathstoliteracy.org/assistive-technology-and-listening>
- Overview of Technology: <https://www.tsbvi.edu/statewide-resources/professional-development/assistive-technology>
- Learning Ally (auditory materials and equipment) <https://www.learningally.org/Educators/Resources/GetStartedNow.aspx>