Self-Determination Lesson Plan
Unit 2: Student Toolbox
Lesson 11: Strategies for Increasing Access - Strategies for Using Audible Materials

Unit Goal:

Student will develop skills to benefit from audible materials.

Lesson objective(s):

Student is able to efficiently use audible information and technology as a back-up strategy for print.

Teaching procedures/steps:

Step	Actions	Vocabulary
Anticipatory	"Sometimes reading assignments may be lengthy, and there may be reading assignments that are difficult to get in a print/braille format. In these instances, it's a good idea to supplement with audible materials."	Auditory Audible
Introduction	"We are going to be learning how to use the auditory equipment efficiently as a way to deal with visual fatigue and as an auditory way to access print materials. By the end of this unit you should feel comfortable with using audible materials efficiently."	
Stating the Goal	"These lessons will help you learn strategies and tools to optimize functioning with audible materials, including audio books, audible output on computers/tablets, live readers, and lectures."	Audio books
Instruction: Critical Listening Skills	1. Read aloud, starting with short sentences and moving to longer paragraph/stories. For each, as the student to recall as many details as he can. 2. Work with the student on taking simple notes as he listens. 3. Read aloud a paragraph or passage and ask the student to restate the order in which events happened. Have the student write out events as he listens, then place these events in chronological order. 4. Read a paragraph to the student and ask him to state the main idea.	

Step	Actions	Vocabulary
Instruction: Technology for Listening	1. Begin by listening to recorded books for pleasure and discussing these. 2. Use auditory games on the computer/tablet to enhance listening skills. 3. Listen to a screen reader while using the computer. 4. Listen to audible literature on digital players (such as a Media Player/Smartphone) and retell story. 5. Teach the student how to set up a tablet for auditory output (Voice Over or Google Voice) and practice using this on materials the student is interested in. 6. Visit the Learning Ally website together to review how to access/use this service. 7. Teach the student how to use the Learning Ally Audio app.	Media Player/Smartphone Voiceover/Google Voice Learning Ally Learning Ally Audio App
Instruction: Using Digital Books	1. Teach student how to access e-books via synthesized speech or read with a refreshable braille display. 2. Teach student how to use a Media Player, CD player, e-book reader, PDA, smart phone, or computer to access digital talking books. This skill includes navigating through the audible text: examine the book by page, section, chapter, table of contents, and an index; setting bookmarks 3. Teach student how to take written notes of critical information as they listen and how to use these notes to study for exams.	E-Books/Digital Text Digital Talking Books Audio Books
Instruction: Audio-Assisted Reading	It is important that students are able to listen to gain information. Audio-assisted reading is a method for students to use recorded books along with the corresponding print/braille book. For steps in this lesson, refer to handout, *Audio Assisted Reading*, by Ike Presley. These steps can also be found in Learning to Listen/Listening to Learn, pp. 138-140.	Audio-Assisted Reading
Check for Understanding	Your final check for understanding will be a student who can function efficiently with audible materials, and can express his preferences for using audible materials to teachers.	
Closure	Once the student can use audible materials, develop a grid or listing of classes and make note of where or on which materials could be paired with auditory content.	

Rationale:

The intent of this lesson series is to teach the student the necessary listening skills as a tool to access learning materials. Within the context of the expanded core curriculum (ECC), this lesson covers the categories of Sensory Efficiency, Assistive Technology, Compensatory Skills, and Self-Advocacy. The student will need to have efficient listening skills and advocate for audible materials as a tool for learning. Audible materials are varied—from lectures to voice output devices—and will require targeted instruction. Listening, within the context of learning, is not a passive activity, but rather one in which the student must have methods for listening with discrimination, make notes, and be able to retrieve information efficiently.

Note: Make sure your student has a current hearing assessment.

Materials:

- Computer system with screen-reading software
- Media Player/Smartphone
- Learning Ally Audio App and Reading Ally Membership
- E-reader with voice output
- Bookshare Membership
- Read2Go App

Resources:

- *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. Chapters 4 and 5.
- *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: http://www.tsbvi.edu/67-early-childhood/1074-overview-of-technology-for-visually-impaired-and-blind-students#Braille Access
- Learning Ally (auditory materials and equipment) https://www.learningally.org/Educators/Resources/GetStartedNow.aspx
- Texas Talking Book Program https://www.tsl.texas.gov/tbp/index.html and BARD mobile App.