Self-Determination Lesson Plan
Unit 2: Student Toolbox
Lesson 6: K-2nd Grade - How Does My Vision Affect My Access to Information?

Unit Goal:

Student will develop a set (toolbox) of strategies to optimize visual functioning in a variety of settings.

Lesson objective(s):

Student is able to express vision strengths and limitations in relation to school, community, and home activities.

Teaching procedures/steps:

Step	Actions	Vocabulary
Anticipatory	Ask the student to think about things he likes to do or need to do at home, at school, and in community settings (like the grocery store, at a park, etc.). As the student names activities and/or objects, ask how easy or difficult it is to see clearly.	community
Introduction	"Your vision may affect how you do things. There are probably many things you can do on your own, like brush your teeth or eat a meal; then there are things you might need a little help with seeing or doing, like using a microwave or crossing a street; or maybe there are things that are just too difficult for you to see, like words written on a board or menus in a restaurant. We are going to figure out the things you can see/do on your own, things you ask others to help you with, and things you just can see/do at all. Once we fill in this list, we are going to work at finding out ways to help you become more independent—or do things without too much help from others."	
Stating the Goal	"After our lesson, you will have a list of the activities and things you can see on your own or with an optical device, and things you could work on to see without the help of others with a little more instruction."	

Step	Actions	Vocabulary
Instruction	Introduce the worksheet "How I View the World". Using the worksheet as a guide, create a list of activities and things the student can see without help or with an optical device, things he asks others to help with, and things he cannot see at all.	Optical device
Instruction	Ask the student to select some items on the worksheet that (s)he would like to see better or be able to access. Discuss the possibility of increasing independence and participation once (s)he can improve access skills. Note: for the functionally blind student, "see" may mean "figure out" or "do" through tactile strategies.	Access Independence
Check for Understanding	"Let's look back over your list. (read list to the student) Is there more you would like to add?"	
Closure	"Today you listed activities and things you can see on your own or with an optical device. There are also some things/activities you need someone else to help you with. We are going to be working on ways in which you can access as many things on your own (independently) as possible, without depending on others."	

Rationale:

This lesson is designed to begin a conversation with the student about building independence. There will be some items the student mentions that you feel could be topics for future lessons. For example, "I can't see the teacher when she writes on the board", may lead to a future lesson on the devices needed to read the board, and how to politely advocate for yourself when you can't see something. Make sure home, school, and community settings are addressed. Student may need prompting on typical activities for all three settings. Avoid questions such as, "Can you see_____?" Rather, say "Tell me how you see_____."

Materials:

How I View the World worksheet. If the student's handwriting is slow/laborious, the teacher can fill this in as the student dictates.