

**Self-Determination Lesson Plan**  
**Unit 2: Student Toolbox**  
**Lesson 12: Strategies for Communicating with Others about Access - Personal Preferences for Access to Visual Media**

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 strategies for increasing participation in visual activities across the school curriculum.

Teaching procedures/steps:

Step	Actions	Vocabulary
Anticipatory	“Most of your teachers have never experienced having a student with a visual impairment in their class. There will be some assignments and materials that will be difficult for you to access (use) in the format presented by your teachers. It will be important for you to learn how to let your teachers know, in advance as well as in the moment, what your preferred adaptations/accommodations are.”	Self-Advocacy Access Adaptations accommodations
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 learn strategies and tools to communicate your need for adapted materials, and/or adaptations to the presentation of learning materials.”	

<p>Instruction: Collecting and Documenting Information on Vision and Access</p>	<ol style="list-style-type: none"> <li>1. Work with the student to complete the worksheet, <i>Access to Visual Media</i>, which will help the student clarify his personal preferred methods of access across a range of visual tasks.</li> <li>2. Using information from the <i>Access to Visual Media</i>, the student should begin to complete the worksheet, <i>Personal Preferences for Access</i>.</li> <li>3. Have the student look online to research some basic (non-technical) information on his etiology to complete the first part of the <i>Personal Preferences</i> worksheet. He should include any additional health concerns associated with the visual impairment (e.g., sensitivity to sunlight, activities to avoid due to retinal concerns)</li> <li>4. Continue to discuss and write information in all of the categories on the <i>Personal Preferences</i> worksheet.</li> </ol>	<p>Visual Media</p>
<p>Check for Understanding</p>	<p>At the end of this lesson the student should be able to explain his vision etiology to you and tell you how he best functions on typical classroom activities/materials. He should also be able to state strategies he uses to access classroom activities/materials, as well as the tools he uses to increase personal access.</p>	
<p>Closure</p>	<p>“Can you tell some things you learned about your vision and how you complete visual tasks in your classes as a result of this lesson? Are there some things you think we should learn more about or cover in the future related to access to visual tasks?”</p>	

**Rationale:**

This lesson is a critical component of self-advocacy and empowerment for a student with a visual impairment. The intent is to teach the student how to clarify the ways in which he accesses an array of visual tasks, and to communicate his needs to others. By the end of this lesson he should have a clear idea of both tools (such as assistive technology) and strategies (such as requesting downloadable copies of assignments in advance to be read on a tablet) so that he can help teachers understand specific accommodations to the school curriculum.

**Materials:**

- Worksheets:
  1. *Access to Visual Media*
  2. *Personal Preferences for Access*
- Model and/or diagram of the eye

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-Determination”.