Self-Determination: Be the Boss of Your Assistive Technology

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Presented by

Cecilia Robinson, Assistive Technology Consultant, TSBVI
robinsonc@tsbvi.edu

Scott Baltisberger, Education Consultant, TSBVI
baltisbergers@tsbvi.edu

Chrissy Cowan, Mentor Coordinator, TSBVI
cowanc@tsbvi.edu

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Self-Determination: Be the Boss of Your Assistive Technology

Origins of this project
Is there a need for a self-advocacy curriculum?

Our rationale
How do you define “Self-Determination”?

Our approach to the project

Scope and sequence
- Unit 1: The Eye and Sight
- Unit 2: Student Toolbox
- Unit 3: Your Rights as a Student with a Visual Impairment
- Unit 4: Representing Yourself to Others
- Unit 5: Be the Boss of Your Assistive Technology

Format of the lesson plans

Lesson Plans for Unit 5
- Lesson 1: Articulate visual tasks required in classes
- Lesson 2: List visual tasks and the possible tools that might help them complete these tasks
- Lesson 3: Explore assistive technology (AT) options and identify AT tools that might help them to be more efficient when completing the stated tasks
- Lesson 4: Explore and select AT tools to try

Worksheets
- Worksheet #1: Near and Distance Tasks
- Worksheet #2: Observation Checklist and Interview
- Worksheet #3: Improve My Strategies
- Worksheet #4: What I Like and Don’t Like

Also… Sample of AT Tools for Access

Audience poll
Have you had any success in involving students in the selection of their own assistive technology?
- Yes
- No

Questions and Comments
To download lesson plans and materials for Units 1-5, go to: http://www.tsbvi.edu/self-determination-units-lesson-plans

Thank you for joining us!
Texas School for the Blind & Visually Impaired
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Figure 1: TSBVI logo

"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 2: IDEAs that Work logo and OSEP disclaimer.