

## Self-Determination

### Week 1

Increase opportunities for making choices and decision making. Have students plan the day's activities, where to go, what to pack for lunch, etc. Use the time to experience new places.

### Week 2

Discuss and practice good telephone manners. Have students list their favorite stores and items. Talk about their favorite stores and what they need to know to purchase their favorite items. Ask them to list the phone numbers to their favorite stores and call to ask about the items they want to buy. This also gives opportunities for reciprocal conversation.

### Week 3

Encourage reading about successful people who are visually impaired. There are many stories available to encourage lively discussions. One example is having students read short stories about women in history who were blind, have low vision, or deaf-blind. After reading the stories discuss their accomplishments, courage, creativity, role in history, etc.

### Week 4

Provide opportunity for imaginative play that focuses on sharing. Find props around the house or at garage sales.

## Resources:

Cleveland, J., Sewell, D., & all. (2007). *Empowered: An activity based self-determination curriculum*. Austin: Texas School for the Blind and Visually Impaired.

Holbrook, C. (2006). *Children with visual impairments: A parents' guide*. Bethesda: Woodbine House

[Resources for the Expanded Core Curriculum \(RECC\)](#)

Sewell, D. (Ed.). (2007). *EVALS*. Austin: Texas School for the Blind and Visually Impaired

Weihenmayer, E. (2002). *Touch the top of the world*. New York: Penguin Group.

[Self-Determination ECC Audio Library for Deaf-Blind Students](#)

[Self-Determination ECC Audio Library](#)

[Teens' Voices ECC Audio Library](#)

## DCMP Resources:

[T is for Terrible](#)

[Harold's Fairy Tale](#)

[The Red Pony](#)

[Do Unto Otters](#)

[Wild About Books](#)

[Adventures of Huckleberry Finn](#)

[Helen Keller in Her Story](#)

[Harriet Tubman and her Escape to Freedom](#)

[Blindspot](#)

[Hansel and Gretel](#)

DCMP [March 2011 newsletter](#) featured women in history and from present day who are [deaf or hard of hearing](#), [blind or low vision](#), and [deaf-blind](#).

[Expectations in Transition Meeting - Encouraging Student Participation \[PDF\]](#)

[Amy's Start Toward a Successful Future: Why is it important to...\[PDF\]](#)