2020 Texas Focus: Self-Determination
Saturday, February 29th, 2020
8:30 AM – 10:00 AM
Writing and Implementing Self-Determination Goals: Give it a Try, Don't Just "Get By"

Presented by
Samantha Hoffman, TVI, Tomball ISD, Tomball, TX
samanthahoffman@tomballisd.net
Wenona Lewis, TVI, Tomball ISD, Tomball, TX
wenonalewis@tomballisd.net

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
You must obtain permission from the speaker or TSBVI Outreach to reproduce this handout for any purpose other than your individual handout.
PowerPoint Content

Slide 1:
Give It a Try…
Don’t Just “Get By”
Writing and Implementing Self-Determination Goals
TOMBALL ISD

Slide 2:
QUIZ

Slide 3:
Problems
- Visual Clues
- Accessibility to information around the room
- Enlarged text, but not enlarged graphics
How would the teacher say the student was doing if they only missed 2 on a quiz?

Slide 4:
Just ok, is NOT ok

Slide 5:
Learning Outcomes
- Increase self-determination strategies used by students in the classroom and community
- Increase collaboration between Gen Ed, TSVI, O&M, and other service providers in goal setting
- Develop and track meaningful student driven goals

Slide 6:
Agenda
Students
Goals
Strategies
Student Outcomes
Disclosure: Not Based on Scientific Data-Just Experiences
You must obtain permission from the speaker or TSBVI Outreach to reproduce this handout for any purpose other than your individual handout.

**Slide 7:**

**Students**
- Low Vision
- Good Grades: No clear academic needs
- Access (full?)
- “Getting By”
- Do these students need Special Education?

**Slide 8:**

**Student A**
- Charge Syndrome (hearing and vision loss), light perception in one eye, no central vision in the other eye
- General Education with In-Class Support
- Good Grades
- Resistant to Accommodations/Services

**Slide 9:**

**Student B**
- Low Vision 20/80, Nystagmus, Optic Atrophy, Myopia
- Cerebral Palsy
- Great Grades!
- Incredibly resistant to services/accommodations

**Slide 10:**

**Student C**
- Optic Nerve Hypoplasia primarily in one eye, decent vision in the other eye, significant fatigue
- Average grades, very smart
- Open to accommodations
- Shy and not likely to point out needs
You must obtain permission from the speaker or TSBVI Outreach to reproduce this handout for any purpose other than your individual handout.

**Slide 11:**

**Student D**
- Optic Atrophy
- Homonymous Bilateral Field Defects, Right Side, Congenital Nystagmus
- General Education with Accommodations
- Good Grades
- Resistant to services

**Slide 12:**

**Previously Written Goals**
Within the ARD period, in the general classroom setting, when materials are provided that are difficult to access, ______ will self-advocate by informing the instructor without prompting on 4 out of 5 opportunities.

**Slide 13:**

**Problem Solving Goals**
During the ARD, when participating in general education classroom activities, ______ will identify visual challenges and record a solution that could increase her access or efficiency a minimum of 1 time per month.

**Slide 14:**

**Problem Solving Goals Incorporating O&M**
By the 2020-2021 Annual ARD, when participating in community and career-focused activities, ______ will identify and record 12 possible visual challenges that affect her in high school classes, preparing for college, and seeking a job and use problem-solving strategies to come up with solutions to address each challenge.

**Slide 15:**

**Data Collection**
- Shared Google Doc (Student, TSVI, O&M, etc…)
  - TSVI and O&M observes student in a variety of setting
  - TSVI, O&M share barriers they observe and model solutions
  - When not being observed, student identifies and records challenging situations and possible solutions
  - Meet with TSVI or O&M to discuss
Slide 16:

Implementation Strategies “Can You See It?”

- Help them understand their condition and point out their strengths
  - Print size/reading speed/distance from the page
  - Access to materials and distance information
  - Which tools/technology to use for different activities
  - When do you need the perfect copy?

Increase the language they can use to advocate.

Slide 17:

Implementation Strategies “Know Your Stage and Audience”

- Evaluate the setting(s)
  - Classroom materials/Anchor Charts
  - Where does instruction occur?

- Approaching the teacher
  - Presentation style
  - Personality types
  - Leveling the playing field

Slide 18:

Implementation Strategies “Team with O&M”

- Go beyond problem solving in the classroom
  - Home
  - Recreation and Social Activities
  - College Preparation
  - Jobs

Slide 19:

Observe, observe, observe

Slide 20:

TSVI Strategies “Know the Students”

- Review completed assignments/tests with students
- Volunteer to give/administer tests (fatigue)
- Get the students together for activities (ex: ECC Summer Camp)
- Start YOUNG!
Goal

- Empower student to have ownership over their goals
- Increase access
- Reduce limits
- Build confidence
- Constant learning (future students)
Quiz

1. What large body of water is close to Houston?

2. What is the capital of Texas?

3. What is the shape in the center?

4. What is the capital of Lithuania?

5. What is the sum of 100 + 100?

6. What is the measurement of angle A?

7. What shape has 4 equal sides?

8. What do the planets in the solar system revolve around?

9. Who was the first president of the United States?

10. What was the best session you have attended at Texas Focus?
You must obtain permission from the speaker or TSBVI Outreach to reproduce this handout for any purpose other than your individual handout.
Texas School for the Blind & Visually Impaired
Outreach Programs

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