



SuPEERvision

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About SuPEERvision

What is SuPEERvision:

SuPEERvision provides introductory lessons for the general education classroom at the elementary, middle and high school levels. These lessons specifically promote peer support, self-advocacy, and classroom inclusion for blind students and students with visual impairments. Additionally, by promoting additional peer support the objective of these lessons are to increase self-advocacy opportunities for students with visual impairments and the blind.

Why we created SuPEERvision:

Due to the social challenges blind students and students with visual impairments encounter they must receive instruction specific to developing strategies to engage with peers. While students with visual impairments may receive social-emotional learning (SEL) and social skill instruction from Teachers of Students with Visual Impairments (TVIs), many TVIs are primarily concerned with providing academic support in general education classrooms and additional social support often exceeds the scope of a TVI's responsibilities. Only about 9% of TVI's instructional time is spent teaching SEL, and oftentimes these skills are taught informally and in an unstructured manner. Students with visual impairments must develop appropriate social skills as social interactions and friendships are key factors in a student's overall well-being.

Due to the limited instructional time of TVI's, general education teachers must be able to encourage self-advocacy skills for students with visual impairments and promote peer inclusion and socialization. Some aspects of inclusive education that teachers may struggle with include trying to attend to a student's individual needs, while also not excluding them as well as finding solutions to the social challenges students with visual impairments experience.

How to use the SuPEERvision curriculum:

This lesson plan includes five broad topics—Student Introduction, Tools, Assisting Students, Life Skills, and Self-Advocacy. In each topic there are several categories and subcategories that are presented, each with a short lesson and additional resources in a “menu” format that allows for students and teachers to pick practical and relevant topics to incorporate into the lesson. The classroom teacher, teacher for the visually impaired, and the student should work together to outline what parts of the lesson the student with visual impairments will participate in. For each broad topic, the student, TVI, or classroom teacher will provide a brief overview, address how it relates to the student, and give a very simple demonstration of the technology or resources the student will be using in the classroom.

Student Introductions

Student Introductions: For students with visual impairments and blind students, introductions can help students advocate for themselves by making other students aware of the support they need in order for them to be successful in the classroom. Additionally, introductions can help create a more inclusive classroom environment through educating all students on disabilities and diversity.

Overview: This section will discuss the importance of understanding a student's visual impairment diagnosis and background and how to introduce these topics to peers in the classroom.

1. Student Diagnosis

Being aware of a student's diagnosis allows the teacher and important staff what best supports are needed in the classroom. For example, a student's diagnosis could be either congenital (i.e vision loss at birth), which would mean that the student would have no visual memory, or adventitious (i.e., vision loss after birth), which would be crucial for their visual memory and reference point even if they lost their vision at a young age. Similarly, diagnosis can also be degenerative (i.e., their eyesight will continue to regress), this is vital to know as a student may have better vision at the beginning of the year than at the end of the year. If a student does not want or need to disclose their specific diagnosis they can explain any types of support they might need in order to be successful at school and in the classroom.

2. Student Background

A student's background will impact their access to technology (i.e. braille notetaker, smartphone with apps to enlarge font size, audio recordings, audio description). If a student comes from a low-income family and attends a low income school the technology available might be outdated and/or broken. A student from a low-income background might not have access to the technology at home, so there may be a larger learning gap. Student's who come from more affluent backgrounds may have high tech devices available to them at home so they may be familiar with how to access their schoolwork more independently compared to a peer who can only use the technology inside of the classroom. If a student does not want or is unable to disclose their socioeconomic background they can speak more generally about their access to technology at school and within their home environment.

Tools

Tools: Children with visual impairments and children who are blind will likely use a wide variety of tools to assist them both in the classroom and at home. Teachers of students with visual impairments will be most familiar with the types of technology that will best support students in the classroom.

Overview: This section will discuss the different types of assistive technology, particularly the distinction between high tech and low tech and how this technology can be utilized and introduced to all students in the classroom.

3. Assistive Technology

What is assistive technology: Assistive Technology includes any software or equipment used to help blind students and students with visual impairments or

disabilities access their educational environment so they have equal opportunities. Assistive Technology is broken into two general categories; "Low Tech" which is usually a device or equipment that is less complicated and does not require a power source and "High Tech" which is usually a device or equipment that requires more training on how to operate it and requires a power source.

What is "Low-Tech": A device or equipment that is less complicated and does not require a power source.

Types of Low-Tech:

- Large Print textbooks
- Braille books
- Raised line guides
- Hand-held magnifying glass
- Perkins Braille Writer
- Tactile Graphics

Activities for Low-Tech:

Elementary

- "Scribbling" on the Perkins Braille Writer
 - then learning how to write the first letter of their first name
- Games on Braille Bug
 - <https://braillebug.org/>
- Using overlays to read aloud
- Sight Simulators

Middle/High School

- Sight Simulators:
 - <https://versanthealth.com/visionsimulator/#launchVIS>
 - <https://www.hollows.org/au/latest/what-does-blindness-look-like>

- Creating a tactile map of the classroom with wiki sticks/pipe cleaners
- Exploring regular print vs large print
- Using a hand-held magnifier to read a section out of a novel

What is “High-Tech”: A device or equipment that requires more training on how to operate it and requires a power source.

Types of High-Tech

- Refreshable Braille Display
- Text to speech technology
- Screen Readers
 - I.e. JAWs
- Electronic portable Notetakers
 - Humanaware
 - Apex
 - Freedom Scientific
- Smartphones
 - used to enlarge text for low vision students
 - used for text to speech for blind students
- CCTV (video magnifier)
- Electronic glasses like eSight.

Activities for High-Tech: Elementary

- Listening to text to speech and seeing if they can copy a sentence that it says on high speed

Middle/High School

- Putting their phone in an accessibility mode and attempt to send a text

without looking at the screen

- Finding accessibility features on their chromebooks and navigating how to use them

4. Accommodations & Modifications

What are accommodations & modifications:

Accommodations and modifications for VI students vary based on abilities. Some students only need accommodations such as large print, braille formatting, audio formats, sitting location, lighting changes, audio and or tactile maps or items.

Modifications for VI students are any changes to class requirements on materials and grades. Modifications can include reducing assignments or problems, testing locations or tests being read aloud to students.

Additional Types of accommodations & modifications for VI:

- Large print font
- E print so that they can access
- Large print
- Seating preferences
- Lighting
- Lesson Modifications
- Screen readers
- Education team

Activities for Accommodations & Modifications

Elementary

Simulate the experience of the student's challenges. Blind folded activities like blindfolded coloring, blindfolded obstacle course with or without guided

help and visually impaired goggles to simulate different types of visual impairment.

Middle/High School

Simulate the experience of the student's challenges. Blind folded activities like blindfolded drawing, blindfolded obstacle course with or without guided help, the halls in the middle/high school can be an added benefit, and visually impaired goggles to simulate different types of visual impairment.

5. Mobility Tools

What are mobility tools:

The cane, sighted guidance, guide dog, and echolocation all can be used as mobility tools. Wall trailing or sliding hand along the wall is common in schools as well. Some mobility tools take longer for students to utilize. Guide dogs and echolocation are more commonly developed and used by older individuals. The cane and wall trailing helps keep students safe and aware of their location. The cane helps students find walls, stairs and any obstacle the student may have in front of them. Obstacles can include dirt, curbs, stairs, change in path or terrain, people, and objects that might be in the person's path. The goal of utilizing mobility tools is to help the student be safe and independent.

Types of mobility tools:

- Tactile Maps
- Pre cane
- Cane
- Guide Dog
- Sighted Guide

- Glasses- glare, monocular for street signs, GPS for where they are at.
- Braille Cards
- Bus Cards - with a number so the bus driver knows
- Tokens for free on buses

Activities for Mobility Tools:

Elementary

Wall Trailing

- Have students wash their hands before and after activity
- Bring class into the hallway and instruct students to trail hand along the wall
- Discuss the sensations they felt and where they noticed any changes in texture or sound.

See Sighted Guide Section

See Guide Dog Section

Middle/High School

Wall Trailing

- Have students wash their hands before and after activity
- Bring class into the hallway and instruct students to trail hand along the wall
- Discuss the sensations they felt and where they noticed any changes in texture or sound.

See Sighted Guide Section

See Guide Dog Section

Assisting Students

Assisting Students: For children with a Visual Impairment, assisting may be necessary for them to be included in the general education classroom academically and socially. Teaching students how they can do their part to help a visually impaired student in their class is essential to creating an inclusive classroom. However, it is important to remember that each with a visual impairment may need a different level of support. This should always be discussed with the student first to see what assistance they prefer or need.

Overview: This section will discuss ways that students and teachers can assist students with visual impairment, including sighted guide, precise language, guide dog interactions, and peer support.

6. Sighted Guide

What is a sighted guide: Sighted guide is a technique used for those who are blind or visually impaired to travel with a sighted person. Using a sighted guide allows for a comfortable way to travel safely in an environment. Not all visually impaired students use sighted guide, so it is important to ask each student if they are comfortable using a sighted guide while at school.

Sighted guide steps:

- To offer sighted guide services, approach the person you would like to

help and introduce yourself by name and ask if they would like your help. Never grab or pull a person with a visual impairment without asking first.

- If they indicate they would like your help, offer your arm using a verbal cue ("take my arm that is slightly in front of you and to the right") and/or use a nonverbal cue (brushing your arm against the hand of the person you are guiding).
- The person being guided should grasp the guide's arm with their thumb out, just above the right elbow with their left hand. This can be done also in vice versa. Elbows of both people should be kept close to the body.
- The sighted guide should stand next to and slightly in front of the person being guided and should always be approximately a half step ahead.
- If an adult is guiding a smaller child, it may be preferred for the child to grasp the adult's wrist.

Reversing Directions:

- The sighted guide should come to a complete stop and the person who is visually impaired should release their grip. The pair then turns 180 degrees and reestablishes their grip going the other direction.

Narrow Hallways:

- The sighted guide should give a nonverbal cue for the person who is visually impaired to get directly behind them by moving their elbow back. This cues the person who is visually impaired to walk directly behind the guide.

Doors:

- The same technique at the hallway, but it is important to verbally cue the person being guided if the door is push/pull and which way it opens.

Chairs:

- Walk directly up to the chair or seat so that the person's legs are directly in front of it. This should cue the person that there is an available seat for them to sit at.

Stairs:

- Stop right in front of the step. Cue the person being guided that you will be going up or down the stairs. Allow them to grab the railing if there is one. It is vital that the sighted guide stays one step in front of the person they are guiding.

[Sighted guide instructional video](#)**Activities for Sighted Guide:**

General Goal: Students will begin the process of learning how to appropriately guide a student with VI.

Elementary School:

- An idea for students who stay in one classroom is to assign one student who will act as the visually impaired students sighted guide. This can be assigned every week, month, term, or semester as appropriate.

Middle/High School:

- If a sighted guide is appropriate for your student, have the class practice sighted guide by getting into pairs. Each pair can take turns by having one be the sighted guide and one be blindfolded.

7. Interacting with Students

A. Precise Language

What is precise language: Precise language is descriptive language that helps a person who is visually impaired more easily follow instructions, understand conversations, and orient themselves to people and tasks.

Examples of Precise Language:

EFFECTIVE	NOT EFFECTIVE
INTRODUCING YOURSELF BY YOUR NAME AND WHERE YOU ARE FACING	Talking without introducing yourself
ADDRESS THE PERSON BY NAME SO THEY KNOW YOU ARE TALKING TO THEM	Talking without addressing the person
USING DIRECTIONS LIKE RIGHT, LEFT, UP AND DOWN.	Giving directions such as, “It’s over there”.
INDICATE WHEN YOU ARE LEAVING OR ENDING THE CONVERSATION	Leaving the conversation without telling the person you are leaving.
USING DESCRIPTIVE LANGUAGE ABOUT THINGS AROUND YOU	Leaving visual details out because you feel they are not important

Precise Language Activities:

General Goal: Students will learn language that is conducive to academic and social inclusion of students with VI.

Elementary School:

- **Description Game:** Have each child write a description of how to do a basic task. Place them in a pile and pick a few to try. Discuss

how many things are left out and what they could add to make them more descriptive or precise.

- **Materials:**
 - Paper
 - Writing Utensil
- **Book:** Read the book “The Black Book of Colors” and discuss with the class how you might experience colors without sight.
 - Link: <https://tinyurl.com/8uymwpfm>

Middle/High School:

- **PB&J challenge:** Have students describe to the teacher or a student how to make a PB&J sandwich and have them follow exactly the directions given. Discuss how many steps were left out and what they could add to make them more deceptive or precise.
- **Materials:**
 - Bread
 - Peanut Butter
 - Jelly

B. Guide Dog Interactions

What is a guide dog: Guide dogs are a type of assistance dog that are trained specifically to lead blind and visually impaired people by navigating situations or obstacles that a blind or visually impaired person normally would not be able to. Not all visually impaired people use a guide dog, but many do. It is uncommon for a child under 18 to have a guide dog; however, it is important

for other students to know how to interact with guide dogs when they encounter one.

How to interact with a guide dog: Guide dogs are working dogs, meaning that they should be left alone when they are with their handler. Keeping an appropriate distance from a guide dog is essential for the safety of the person using the guide dog.

Do's and Don'ts:

- Don't pet or distract the dog.
- Don't call or distract the dog.
- Don't offer the dog food or treats.
- Don't give the dog commands.
- Don't walk on the dog's left side; it may confuse him.
- Don't attempt to grab the dog's harness.
- Do let the dog rest undisturbed.
- Do offer your assistance to the dog's owner, if needed.

How to teach about guide dogs:

- If your student has a guide dog have them introduce their guide dog to the class
- Student may also want to show their dog's harness and how it works
- Student can also show them using their guide dog and what commands they use

Guide Dog Activities:

General Goal: Students will learn proper guide dog interactions.

Elementary School:

- Easy Science for Kids has a page dedicated to guide dogs. In it are videos, questions and facts about guide dogs:
<https://easyscienceforkids.com/all-about-guide-and-service-dogs/>
- Looking out for Sarah is a great picture book about a child who is blind and her guide dog, Perry. The book is told from Perry's perspective while they are on a walk.

Middle/High School:

- [Molly Burke](#), a blind youtuber, shares her experience with her guide dog

8. Peer Support

What is peer support: Peer support is the initiative of students to provide academic, emotional, social, or practical support. Peer support can be done through trained supporters or by student initiative. The forms of peer support discussed in this section are social inclusivity, academic peer tutoring, and peer buddies.

Why peer support is important: Evidence shows that when students with VI have peer support they are more likely to participate in extracurriculars, excel in school, and advocate for themselves. Peer support also decreases the likelihood of students with VI developing depression or other mental illness.

A. Social Inclusivity:

What is social inclusivity: For students who are blind or visually impaired, social exclusion is one of the most alarming reasons students with VI report low mental health. Often social exclusion comes from barriers in games/activities that require sight to participate, or proper adaptations have not been made.

Inclusive Activities:

General Goal: Create an inclusive school environment by using adapted Minute to Win It games.

Minute to Win it: Minute to Win it games are short party games that can be done in under 5 minutes (often under 1) and are used in schools and jobs to break up lessons and meetings and facilitate social interaction, team building, and motivation. *While most Minute to Win It games are visual, below are 5 games that have been adapted to be able to be played entirely auditorily and require no vision at all or have other adaptations that allow for students with visual impairments to participate.*

Elementary Games:

- **Description Charades:** Just like regular charades, but one player describes the actions made by a second player, while the third player guesses. *The third player can be replaced by the rest of the class if wanting it to be more of a whole class game.*
 - Player 1 picks a word or action and acts it out
 - Player 2 describes the actions of player 2
 - Player 3 guesses what the action is.
- **Suggested Words:**
 - Firefighter/Putting out a fire
 - Swimming
 - Playing the Guitar
 - Brushing Teeth
 - Petting a cat
 - Taking a bath
 - Playing basketball
- **I Spy:** Similar to classic I Spy, but instead of using visual descriptors, the students use their other senses to explain the object.

- One player finds an object and explains to the other players how it feels, smells, or sounds without showing the object to the other players. Example:
 - Clock: I Spy something that goes Tick Tock
 - Cat: I spy something that is soft. I spy something that is smelly
- **Sound Off:** An introduction game that builds off each player's name by adding a different sound that other players must memorize.
 - Avoid describing colors, patterns, and location.
 - Describing something as having four legs is okay because students can feel with their hands that this is true.
 - One player starts by saying their name and making a sound that begins with the same letter. Example: Corbin, Caw-Caw.
 - Each player proceeds to say each name with the associated sound and then adds their name and sound at the end.
 - If a player forgets that person's name/sound, they are out, and it goes to the next person. However, they still add their name at the end.
 - The game is finished when the player who started attempts to say everyone's name/sounds

Middle School/High School Activities:

- **Minute Mystery:** A short game consisting of a "mystery" that needs to be solved using "yes or no questions".
 - The teacher reads aloud one of the mysteries below.
 - Students ask yes or no questions or provide an answer to the mystery.

Examples:

- In the old West, a man rides into town on Friday. He stays for three days and leaves on Friday. How can this be?
(Answer: *The Horse's name is Friday*)
 - As a burglar reaches for something on the mantle, he accidentally knocks over a clock. It falls to the floor, breaks, and stops. The next morning, however, police aren't able to determine what time the robbery took place. Why not?
(Answer: *The clock was digital*)
 - There is a man walking down the road dressed entirely in black. There are no lights anywhere and no moon. A car with no lights comes down the road and manages to avoid the man. How? (Answer: *It is daytime*)
 - You are in a cabin with four walls all facing south. There is a bear outside. What color is the bear? (Answer: *You are at the North Pole, so the bear is white*)
- **Come to My Party:** People are only invited if they figure out the pattern chosen by the "host".
 - Pick a player to host a "party" and have them make up a pattern.
Example:
 - *"I am Anne, and I am bringing Almonds to the party."*
 - In this example, the pattern is bringing something that starts with your name. So, if John said, "I am John, and I am bringing Juice to the party," he would be invited.
 - The game ends when everyone figures it out or gives up.

B. Academic Peer Tutoring

What is academic peer tutoring: Academic peer tutoring is a peer-mediated strategy that involves another peer similar in age to serve as an academic tutor. Usually, a higher-performing student is paired with a lower-performing student to review academic concepts. Peer tutoring is best used when the student with VI is significantly struggling in their academics.

How to implement peer tutoring in the classroom: To successfully implement peer tutoring outline the specific areas and assignments that the peer tutor will be helping with. Assign a consistent time and day that the peer tutor and tutee will be meeting. Make sure the tutor and tutee are willing participants and look forward to meeting with each other.

Resource for Peer Tutoring: <https://www.peertutoringresource.org>

C. Peer Buddies

What are Peer Buddies: A peer buddy is when a typically developing same-aged student is paired with a student with disabilities in the general education classroom. Having a peer buddy encourages those with and without disabilities to work together and fosters positive social relationships. Unlike academic peer tutors, a peer buddy helps with things outside of academic challenges such as, traveling, eating, and assisting them with their day.

How to Implement Peer Buddies: To successfully implement peer buddies, it is essential to talk to the student with VI and confirm what they need help with

throughout the day. To promote self-advocacy, the student with VI should communicate what they do and do not need help with. Once this is established, a peer volunteer can be chosen. This peer buddy can rotate weekly or daily, depending on the classroom setting.

Expectations of Peer Buddies:

- Keep private information confidential (i.e., do not spread information about the student's diagnosis around the school).
- Treat the student with disabilities the same as you would treat your friends.
- Do not treat your peer buddy as a "baby". Treat them as you would like to be treated.
- Have patience, many students with disabilities communicate in different ways.
- Be positive but also honest.
- Learn together and from each other
- Be a good example for your peer buddy by following rules.
- Communicate what you are working on in class and help guide them through group activities.
- **Resource on how to start a buddy program at your school:**
<http://www.thebenderbunch.com/2017/10/set-up-buddy-program-at-your-school.html>

Life Skills

Life Skills: Students with visual impairments as well as blind students often have many skills to help them navigate their day to day life. Students may have developed or are currently developing skills to help them accomplish various daily tasks independently. It is important to learn how students complete these tasks in order to respect, understand and foster a student's independence and capabilities. Additionally, it is important to encourage students to develop leisure skills to promote positive socialization as well as healthy self care and mental health habits. Leisure skills could include blind sports such as goalball, modified hobbies and extracurriculars as well as learning from blind authors, artists and professionals.

Overview: This section will discuss the types of skills a student with visual impairments may need to explicitly learn in order to be successful in their daily life.

9. Leisure Skills

What are leisure skills: Leisure skills are the skills necessary for a student to participate or engage with hobbies, sports, and various extracurricular activities.

How to involve the student: When possible, encourage the student with visual impairments to share with the class what hobbies, sports or extracurricular activities they are involved in. If the student is interested, provide them the opportunity to teach the class about their interests.

Leisure Skills Activities:

General Goal: Students will gain respect for the sporting, musical or artistic performance of individuals with visual impairments.

Elementary School

GoalBall/Auditory Activity

Materials:

- Blindfolds
- Bell balls or any object that makes a sound.

Activity

- The teacher or student gives a brief introduction of goalball through the video (<https://www.paralympic.org/video/sport-z-goalball>). Teacher or student can lead a discussion about the goal ball video.
- Groups of 6-8 students sit in a circle blindfolded with one child who is blindfolded sitting or standing in the middle of the circle. The students pass a noise making object around the circle. The student in the middle tries to indicate the location of the object by pointing to it.
- **Goalball can be instructed and set up. The Utah federation of the blind. Tony Jepson is in charge of the UFB. A school can borrow the equipment and they will set it up and teach the kids to play goalball.**

Middle/High School

Leisure Video Activity

Materials:

- Video link for sports/leisure related video. See Appendix for video choices

Activity

- Watch the video together as a class
- Teacher leads discussion and reflection about the video.

10. Functional Skills

What are functional skills: Functional skills are the skills a student needs to learn in order to accomplish daily tasks independently.

How to involve the student: When possible, encourage the student with visual impairments to share with the class a functional skill or adaptation the use in daily life. If the student is interested, provide them the opportunity to teach the class how to complete a certain task.

Functional Skills Activities:

General Goal: Students will begin to understand how blind or visually impaired individuals adapt and develop skills to carry out daily tasks independently.

Elementary School

Blindfold Simulation Activity

Materials:

- Blindfold

Activity:

- Read a story book about using tools or adaptive skills.

- Teacher introduces stationary activity that requires functional skills to be completed at their desks while blind folded, activities may include eating a snack, taking out materials, or packing their backpacks
- Teacher leads reflection on how or why certain tasks were difficult and what would have made it easier.

Middle/High School Activity

Blindfold Simulation Activity

Materials:

- Blindfold

Activity:

- Watch a video about using tools or adaptive skills.
- Teacher introduces stationary activity that requires functional skills to be completed at their desks while blind folded, activities may include eating a snack, taking out materials, using their cell phone or laptop, watching a video with and then without audio description
- Teacher leads reflection on how or why certain tasks were difficult and what would have made it easier.

Self Advocacy

Self Advocacy: Through the Extended Core Curriculum students with visual impairments and blind students are taught self determination and self advocacy skills. It is important for both the TVI and academic teachers to create and encourage opportunities for the student with a visual impairment to practice asking and rejecting help, setting boundaries, completing tasks independently and interacting with peers.

11. Self Advocacy Skills

What are self advocacy skills: Self advocacy skills are the skills a student develops in order to effectively communicate their own needs, interests, or boundaries.

How to involve the student: When possible, encourage the student with visual impairments to share with the teacher or class ways in which they want to practice self advocacy, i.e. setting boundaries with peers, asking for help, joining a peer group.

Self Advocacy Activities:

General Goal: Students will be able to discuss the ways they can practice self-advocacy at home or at school.

Elementary School

"I can do it!" Post-it Note Activity

Materials:

- Post-it Notes or Jamboard

Activity:

- Braille classmates' names, let them play with the Perkins braille.
- Teach the classmates how to be a sighted guide.
- Teach to students how to approach to help (ask how would you like me to help you)
- The teacher reads a book or story about a student with visual impairments. See Appendix for book choices
- The teacher opens and leads a discussion by asking questions such as "what does independence mean?", "what are some things you can do by yourself?", and "how can we encourage our friends to try something

by themselves?"

- Class creates an "I can do it" wall where each student writes on a post-it note or google jamboard one thing that they are going to do this school year to practice advocating for themselves or being independent. At the end of the discussion, the teacher should summarize the ways the students in the classroom are going to practice being independent this year.

Middle/High School:

"I can do it!" Post-it Note Activity

Materials:

- Post-it Notes or Jamboard

Activity:

- The teacher shows a video about a person with visual impairments. See Appendix for video choices
- The teacher opens and leads a discussion by asking questions such as "what does independence mean?", "what are some things you can do by yourself?", and "how can we encourage our friends to try something by themselves?"
- Class creates an "I can do it" wall where each student writes on a post-it note or google jamboard one thing that they are going to do this school year to practice advocating for themselves or being independent. At the end of the discussion, the teacher should

summarize the ways the students in the classroom are going to practice being independent this year.

Boundary Setting Activity

- Materials:
 - Scenario cards

Appendix A: Children's Books

Book Title	Author	Level	Notes
Where is Marshmellow	Kathryn Lynn Seifert	Preschool	Additional disabilities represented
Yuko-chan and the Daruma Doll	Sunny Seki	Elementary	Child with VI, adaption
Brian's Bird	Patricia A. Davis	Elementary	Child with VI, Pets
Colors of the Wind: The Story of Blind Artist and Champion Runner George Mendoza	J.L. Powers	Elementary	Child with VI, Sports, Art
Vision to dream	Jacory Wiley	Elementary	Child with VI, Sports
The Seeing Stick	Jane Yolen	Elementary	Child with VI, embossed pages
The Black Book of Colors	Menena Cottin	Elementary	Child with VI, embossed page
Knots on a Counting Rope	Bill Martin Jr.	Elementary	Indigenous

My Three Best Friends and Me, <u>Zulay</u>	Cari Best	Elementary	working together
Princesses Wear Glasses	Kristen Ellsworth	Preschool	glasses
Off to the Park	Stephen Cheetham	Preschool	Tactile
Arlo Needs Glasses	Barney Saltzberg	preschool	glasses
Lucy's Picture	Nicola Moon	Kindergarten	blind family member
I can't see, but I can imagine	Patricia Wilson	Elementary	blind family member
Jeremy's Dreidel	Ellie Gellman	Elementary	blind family member
The Secret Code	Dana Meachen Rau	Elementary	Braille, working together
White Cane Day	Kristin Grender	Elementary	white canes
The Patch	Justina Chen Hadley	Preschool/Elementary	glasses, eye patch
The Pirate of Kindergarten	George Ella Lyon	Elementary	Eye patch, double vision
The Sound of Colors	Jimmy Liao	Preschool/Elementary	Child with VI, independence
Keep Your Ear on the Ball	Genevieve Petrillo	Elementary	Working together
Luna and the Big Blur	Shirley Day	Elementary	glasses, nearsightedness
Arthur's Eyes	Marc Brown	Preschool/Elementary	Glasses

Appendix B: Videos

Theme	Age Group	Link
Leisure - sports - skiing	Middle/High	How I Ski As A Blind Woman!
Leisure - sports - Skateboarding	Middle/High	Meet Blind Skateboarder Anthony Ferraro

Leisure - sports - Judo	Middle/High	Blind Paralympic Judo, Skateboarder and Musician
Leisure- sports- swimming	Middle/High	"What does blind look like?" ft. Blind para-swimmer Anastasia Pagonis us TW: suicide/depression
Leisure- sports - running	Middle/High	The Partnership Behind the World's Fastest Blind Sprinter
Functional Skills - clothes	Middle/High	How I match outfits from my closet without sight
Functional Skills - Makeup		Molly Burke's 10 Minute Blind Beauty Makeup Routine
Functional Skills - Cooking	Middle/High	Blind Cooking Tips and Tricks
Functional Skills - Laundry	Middle/High	How does a blind person do laundry? Teen designs talking washing machine for the visually impaired How does a blind guy do laundry?
Functional Skills/Leisure skills- Day in the life	Middle/High	A day in the life with a visual Impairment- The Foreseeable Future Foundation
Leisure - Music	Middle High	'Magic baton' helps blind musicians feel conductor Creating Caribbean Vibes as a Visually Impaired Musician w/ Jason Dasent
Leisure- Makeup/Art	Middle/High	Ex-MAC Makeup Artist Who's Visually Impaired Painting blind: The visually impaired artist focusing on Tasmanian landscapes ABC Australia
Functional Skills - Ordering	Middle/high	She's a Blind YouTuber

Blindisms	Middle/High	What Are "Blindisms"?
Braille	Middle/High	How Do Blind People Find Braille Signs? How To Read & Write Braille + The History of Braille!
Guide Dog	Elementary/ Middle	How Guide Dogs Guide A Blind Person Pip A Short Animated Film by Dogs Inc Puppy Raising - The Journey of a Guide Dog

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