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| Guiding Emily | | |
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| Barbara Hinske | | |
| Topics | | |

* Disability
* Blind/Visually Impaired
* Problem solving
* Guide dogs and white canes
* Working life
* Depression and grit
* Family Education
* Adult relationships

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| ELA Standards |

* Reading Literature
  + RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  + RL 11-12.2 Determine two or more themes of a text and analyze their developments over the course of the text, including how they interact and build on one another.
* Writing
  + W.10-12.Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  + W.11-12.9 Draw evidence from literary or informative text to support analysis, reflection, and research.

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| Expanded Core Curriculum Skills |

* Compensatory Skills
  + Compensatory skills include skills necessary for accessing the core curriculum including concept development; communication modes; organization and study skills; access to print materials; and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials. Emily learns “mental mapping” skills to navigate buildings. She also uses the raised lettering near doorways and on elevators to orient herself. Emily discovers that assistive technology will give her access to work content, and to transportation options. She can identify people with her other senses, Drove “drops his heels” when walking, she smells Gina, Chanel No 5 perfume. She listens to her cane when it taps to get clues about the environment, and identifies ground texture terrain such as gravel and curbs.
* Orientation and Mobility
  + O&M instruction enables students of all ages and motor abilities to be oriented to their surroundings and to move as independently and safely as possible. Students learn about themselves and their environments, including home, school, and community. O&M lessons incorporate skills ranging from basic body image, spatial relationships, and purposeful movement to cane usage, travel in the community, and use of public transportation. Having O&M skills enables students to acquire independence to the greatest extent possible, based on their individual needs and abilities. Emily learns how to sweep the cane in front of her in an arc, shoulder to shoulder on the ground with a rolling tip. She demonstrates her ability to navigate with a cane in different settings, around the Foundation; from the car to the front door of home; inside the home; at work; to and from the condo; and to the hospital. She uses raised lettering near doorways and elevator buttons to orient herself. Knowing where the sun is in relation to cardinal directions is another mentioned orientation skill. Emily demonstrates her ability to call for a ride and leave a situation independently using her talking phone.
* Self-determination
  + Self-determination includes choice-making, decision-making, problem solving, personal advocacy, assertiveness, and goal setting. Students with visual impairments often have fewer opportunities to develop and practice the specific skills that lead to self-determination. Students who know and value who they are and who have self-determination skills become effective advocates for themselves and therefore have more control over their lives. After much depression and resistance, Emily made several purposeful decisions, such as attending the Foundation, keeping her job, getting a guide dog, trying again, and moving forward through depression. Examples of self-assertiveness include leaving the restaurant independently, finding Zoey at the hospital independently, and moving out to live and commute to work alone.
* Sensory Efficiency
  + Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. It also addresses the development of the proprioceptive, kinesthetic, and vestibular systems. Learning to use their senses efficiently, including the use of optical devices, will enable students with visual impairments to access and participate in activities in school, home, and community environments. Emily uses her other senses such as scent and sound to identify people, and to orient herself indoors and outdoors.

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| Reflection Questions |

* Before Reading
  + Do you know anyone who is blind/visually impaired? Anyone famous? (Hellen Keller, Stevie Wonder).
  + What do you need when you are feeling sad?
* During Reading
  + What does it mean to be supportive of someone?
* After Reading
  + Aside from blindness, what are the big themes in the book?
  + What does it mean to have grit?
  + What are the “rules” for Garth the guide dog?
  + What questions do you have still about the characters or the situation?

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| Activity |

* Writing Prompt:

Describe a problem or conflict indicated within the text. Explain how the problem was resolved—or not. Share orally your written response to the prompt with a partner next to you.

Consider engaging in a simulation experience. OCALI’s Lending Library has a kit that can assist with this. The kit contains goggles and interchangeable visual acuity and visual pathology simulations, as well as peripheral field restriction simulations that allow family, friends, colleagues, and those who work with individuals who have low vision, to better understand the affect that low vision has on mobility, learning, employment, and activities of daily living.

You can rent the kit [here](https://ocali.kohacatalog.com/cgi-bin/koha/opac-detail.pl?biblionumber=249&query_desc=kw%2Cwrdl%3A%20zimmerman). [Fork in the Road](https://www.lowvisionsimulators.com/pages/low-vision-simulation-activities), is another source for vision simulations.

Try some of the following activities:

* Prepare a meal and eat it. Include a poured cup and food utensils.
* Watch television.
* Look at books, pictures, magazines.
* Dial a cell number into a phone.
* Walk outside and back inside.
* Write five items from a grocery list using different pens or pencils. Which ones can you see the best?
* Look at other people. Can you see the features in their face? Can you see what they are wearing? How their hair is done? If they are wearing jewelry or glasses?

Be sure to provide time to reflect. For more mobility and orientation techniques, see our helpful resources at the bottom of this guide.

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| Connected Texts |

* [The Boy Who Harnessed the Wind](https://www.bookshare.org/browse/book/909922?returnPath=L3NlYXJjaD9tb2R1bGVOYW1lPXB1YmxpYyZrZXl3b3JkPXRoZSUyQmJveSUyQndobyUyQmhhcm5lc3NlZCUyQnRoZSUyQndpbmQ) by William Kamkwamba
* [Grit: The Power of Passion and Perseverance](https://www.bookshare.org/browse/book/5312459?returnPath=L3NlYXJjaD9tb2R1bGVOYW1lPXB1YmxpYyZrZXl3b3JkPWdyaXQ)  by Angela Duckworth
* [The Traveler’s Gift: Seven Decisions that Determine Personal Success](https://www.bookshare.org/browse/book/13914?returnPath=L3NlYXJjaD9tb2R1bGVOYW1lPXB1YmxpYyZrZXl3b3JkPXRoZSUyQnRyYXZlbGVyJTI1MjYlMjUyMzM5JTI1M0JzJTJCZ2lmdA) by Andy Andrews.

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| Helpful Resources |

* [Expanded Core Curriculum](https://deafandblindoutreach.org/Ohio-Guidelines-for-Working-with-Students-BVI/Expanded-Core-Curriculum)
* [How to be a Sighted Human Guide to the Blind/Visually Impaired](https://www.youtube.com/watch?v=rp5m_egIHvM).
* [Service Animal Requirements](https://www.ada.gov/resources/service-animals-2010-requirements/)-ADA.gov.
* [How Do I Learn to use a Cane?](https://aphconnectcenter.org/visionaware/living-with-blindness-or-low-vision/getting-around/cane-travel/how-do-i-learn-to-use-a-cane/#:~:text=Move%20the%20cane%20in%20rhythm,(%E2%80%9Ctouch%20technique%E2%80%9D).) American Printing House.

[Yes We Can: Journey Towards Independence](https://deafandblindoutreach.org/Yes-We-Can-Journey-Towards-Independence).