

FACIAL CONCEPTS LESSON PLAN B

Ken Hackbarth

Student/s:

Date:

Goal: To associate the the raised elements of the Bliss Head explorer and the corresponding Bliss tactile symbols.

Objective(s):

- a. **Student correctly selects raised element of the Bliss Head explorer when directed to the corresponding Bliss Tactile Symbol, with 80% consistency**
- b. **Student correctly selects the corresponding Bliss Tactile Symbol when directed to each raised element of the Bliss Head explorer, with 80% consistency**
- c. **Student orients the Bliss Tactile Symbols with their raised graphics facing up and the top of the symbol facing away (approximately), with 80% consistency**

At the end of the lesson, the student will be able to: Correctly alternate between parts of Bliss Head explorer and the corresponding Bliss Tactile Symbol, with 80% accuracy.

Student will engage using:

Materials: Bliss Head explorer (standard size), individual Bliss Tactile Symbols for “eye”, “nose”, “mouth”, and “ear” (also, in standard size).

Differentiation: extended time, minimal prompting to increase student independence, review of errors, modeling, reinforcement for approximations to target, specific feedback. Optionally, increase the size of the Bliss Head explorer and the Bliss Tactile Symbols. Keep them consistent in size.

Prerequisites: Not strictly required, but Facial Concepts Lesson A will probably improve performance on Facial Concepts lesson C..

Time	Procedure	Materials
	<p>Opening (Gain student attention): Place Bliss Tactile Symbols on a flat surface within reach of the seated student. Orient the symbols with their tops away from the student.</p> <p>Allow student to manually examine the tactile symbols until they begin to lose interest. You can then introduce the Bliss Head explorer. They should already be familiar with the explorer from its use in lesson A. For blind and visually impaired students, you may need to place the symbols below their hands or place their hands on the explorer. If the student is overly stimulated by having all the symbols in front of them, start with a single symbol.</p> <p>If the explorer or tactile symbols move too easily on the flat surface, consider adding a rubbery coating to the back of the explorer and each symbol or use velcro to keep them in place. If the student tends to</p>	<p>Bliss Tactile Symbols for “eye”, “nose”, “mouth”, and “ear”.</p> <p>Bliss Head explorer.</p>

	throw the symbols, you can put a hole in the symbol, put a string through the hole, and use the string to anchor the symbol to the table or laptop tray.	
	Review (Go over critical prerequisite skills): Student can see/feel the tactile symbols and later the Bliss Head explorer.	same
	Preview (State the goal of the lesson): We're going to find the parts of the face on the Bliss Head and on the symbols. Learning Target: <i>We're going to learn that the shapes on the Bliss Head are the same as the shapes on the tactile symbols.</i>	same
	Presentation of New Material ("I DO IT"): Teacher models using his/her own hands and Bliss Head explorer. <i>"I feel/trace the shape of the Bliss Head nose. It matches the shape on this symbol."</i> <i>"I feel/trace the shape of the Bliss Head mouth. It doesn't match the shape on this symbol or this one, but it matches the shape on this symbol."</i>	same
	Guided Practice with Corrective Feedback ("WE DO IT"): Teacher places the student's hand on a raised element of the explorer manually traces its shape and then uses his/her hand to trace the same shape on the set of tactile symbols holding up the matching symbol and verbally expressing that the correct symbol was found.	same
	Student Practices with Corrective Feedback ("YOU DO IT"): The teacher places the student's hand on the explorer and encourages him/her to find the matching tactile symbol.	same
	Demonstrating the converse relationship: Start with a particular tactile symbol and move to the explorer. Demonstrate that the relationship is bidirectional.	same
	Assessment (Can the student independently apply the information?):	same
	Closing (Review critical content of lesson. Preview content of next lesson): "Today we worked on the concepts eye, nose, mouth, and ear and learned that they each have their own tactile symbol. What did you learn?" In the next lesson, we will create the bridge between the tactile and their referent in the real world.	

Teacher Notes:	Teacher Reflections on Lesson