

Lesson Plan

Chloe P is a 28 years old female. Her goal is to learn to use a Perkins braille writer. Her medical history reveals that she has optic neuropathy as well as rod-cone dystrophy. Her visually acuity is 20/150 (OS) and 20/200 (OD). She has a central visual field of 20% (OU). She does not have any additional impairments or disabilities. Chloe P started to learn grade 1 braille a few months ago, but she has not used a Perkins braille writer yet.

1. Statement of the general learning objective and terminal behavior

Insert braille paper in a Perkins braille writer.

2. Conditions under which the task will take place

When presented with a braille paper and a Perkins braille writer, the learner will demonstrate the ability to insert the braille paper in the Perkins braille writer, with 100% accuracy in 3 consecutive trials, by:

3. Minimum performance criteria to successfully accomplish the task

- a. locating the Perkins braille writer;
- b. identifying the different parts of the Perkins braille writer;
- c. inserting the braille paper in the Perkins braille writer;
- d. removing the braille paper from the Perkins braille writer.

4. Instructional materials with resource list

- a. Perkins braille writer;
- b. Braille papers.

5. Detailed techniques or tasks analysis from which to teach

1. The learner should locate the Perkins braille writer and place it in front of her using both hands. The braille writer should be parallel to her with the six keys facing her.
2. The learner should use both hands to locate the six keys, as well as the space key in front of her.
3. The learner should place her hands on each side of the Perkins braille writer, and slowly move them back to locate the paper feed knobs.
4. The learner should use both hands to turn the paper feed knobs together toward the back of the Perkins braille writer until they stop moving.
5. Using her thumbs, the learner should locate, just above the paper feed knobs, on top of the Perkins braille writer, the paper release levers.

6. The learner should use her thumbs to bring the paper release levers toward her.
7. The learner should then grab a braille paper, placing each hand respectively on the bottom left and bottom right angles of the braille paper, as the braille paper will enter the Perkins braille writer by its lower part.
8. Using her left little finger, the learner should locate the left paper release lever, and follow the curve of the Perkins braille writer toward the back until reaching the paper slot and guide knob.
9. Then, the learner should insert the paper into the slot, next to the guide knob, and slide it toward her until the braille paper gets blocked under the roller.
10. Using her left thumb, the learner should push back the paper release levers to lock the paper in place.
11. Finally, the learner should place both hands on each paper feed knob and turn them together toward her until they stop moving to load the braille paper into the Perkins braille writer.
12. To remove the braille paper from the Perkins braille writer, the learner should place both hands on each paper feed knob and turn them together toward the back of the Perkins braille writer until they stop moving. Then, the learner should use her thumbs to bring back toward her the paper release levers to unlock the braille paper.
13. The learner should review the steps and the performance criteria, self-evaluate her performance, and ask any questions.

6. Adaptation or modification of task analysis

No adaptations or modifications have been brought to the task analysis section for this lesson plan.