**Syllabus**

A 3 module self-directed online course

# Educating Students with Visual Impairments & Multiple Disabilities: An Overview

## Online/Self-Paced

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"** **Educating Students with Visual Impairments"** is made up of 3 modules, each containing video segments, readings, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

**COMPLETION REQUIREMENTS:**

Perkins eLearning Self-Paced online courses include assignments, readings, quizzes, and a final assessment. Students are expected to be familiar with all material presented in the workshop, and to submit all assignments where indicated.

A structure is suggested for you, through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-Directed Workshop. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

This tutorial uses the text, [Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities](https://owa.perkins.org/owa/redir.aspx?C=5QLBZ61RtUuETUHWICdU8jqRRIyIttQInpux39dAltgd9gKd8qAJuGOY7v4R3XKrGZh9MRtxnQk.&URL=http%3a%2f%2fwww.afb.org%2fstore%2fPages%2fShoppingCart%2fProductDetails.aspx%3fProductId%3d978-0-89128-551-9%26ruling%3dYes), which is available from AFB Press.

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see each individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session 1:** **Historical & Legislative Perspectives**

**Session Goals:**

* The participant will demonstrate knowledge about the National Agenda for Students with Visual Impairments Including Those with Additional Disabilities.
* The participant will demonstrate knowledge about the nine areas of the Expanded Core Curriculum.
* The participant will identify landmark legislation that has shaped the development of education programs for students with disabilities.
* The participant will identify the elements incorporated in the Individuals with Disability Education Act (IDEA).

*Readings:*

*Keys to Educational Success: Teaching Students with Visual* *Impairments & Multiple Disabilities*, pp. 3-10.

Lueck, A.H. (1998). Incorporating unique learning requirements into the design of instructional strategies for students with visual impairments: The basis for the expanded core curriculum. RE:View, 30(3), 1-16.

Special Education Public Policy (Project IDEA)

*Assignment:* Develop a position statement for educating students with visual impairments and multiple disabilities that can be shared with school administrators, general education teachers, and families. Use information from the National Agenda, IDEA, and the ECC to develop your statement. Submission should be a one page response.

**Session 2**: **Visual Impairment & Multiple Disabilities**

**Session Goals:**

* The participant will identify the leading cause of visual impairment among students with visual impairments & multiple disabilities.
* The participant will identify concomitant disabilities that impact learning for students with visual impairments & multiple disabilities.
* The participant will identify precautions to be taken when a student has a seizure.
* The participant will identify effective strategies for working with students who have visual impairments & traumatic brain injury.
* The participant will identify characteristics often displayed by students with visual impairments and autism spectrum disorder.

*Readings:*

*Keys to Educational Success: Teaching Students with Visual Impairments & Multiple Disabilities*, pp. 11-22 & Appendix A & B

*Video:* “Testing vision of a child with Down Syndrome”

*Assignment:*  After reviewing Appendix A & B., select two syndromes, and do a web quest to learn more about them. Develop a fact sheet for each syndrome from the information you find on the web. Identify how the concomitant disabilities may impact learning.

**Session 3:**  **Learner Preferences, Needs, & Abilities**

**Session Goals:**

* The participant will identify specific learning preferences related to accessing information.
* The participants will identify specific learner characteristics that influences the acquisition of skills.
* The participant will identify strategies for promoting positive team collaboration.

*Readings:*

*Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, pp. 22-34.

“Routine-Based Learning”

*Assignment:*

Choose a student with a visual impairment and multiple disabilities. Write a one page paper describing the following:

1. the cause of the student’s visual impairment and other disabilities
2. the student’s strengths, and preferences.
3. the student’s learning preferences