**Syllabus**

A 3 week self-paced online course

# Course Title: Orientation and Mobility Programs

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"O&M Programs"** is made up of 3 modules, each containing video segments, readings, lectures, 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.

This tutorial uses the text *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, which is available from AFB Press.

**COMPLETION REQUIREMENTS:**

Students are expected to be familiar with all material presented in the tutorial, 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-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Sacks and Zatta, Eds. *Keys to Educational Success:  Teaching Students with Visual Impairments and Multiple Disabilities*, AFB Press.

Additional required readings are provided through the learning platform. Additional suggested reading is optional.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will define:

* terms used in orientation and mobility
* the components of the traditional O&M curriculum
* various travel methods employed by people with multiple disabilities

**Skill**: As a result of the learning experiences in the course, you will be able to:

* Describe strategies for promoting O&M for students with visual impairments and additional disabilities
* List commonly used adaptations for human guide and long cane use for individuals with additional disabilities
* Describe considerations for individuals with multiple disabilities and visual impairment
* Establish appropriate O&M goals for students with multiple disabilities including visual impairment

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* describe the effects of visual impairment on early motor development
* identify possible effects on development with additional disabilities are present
* describe strategies for encouraging O&M for students who use alternative communication systems
* describe strategies to support positive behaviors for O&M instruction

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* describe the roles and responsibilities of O&M specialists, and those of other educational team members
* describe how collaboration among team members enhances assessment

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the 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: Facilitating O&M for Students with Visual and Multiple Disabilities

**Session Goals:**

Upon completion of this session, participants will:

* Define the terms *orientation* and *mobility*
* Describe the components of the traditional O&M curriculum
* Describe the effects of visual impairments on early motor development
* Identify possible effects on development of O&M skills when disabilities in addition to vision loss are present
* Describe the roles and responsibilities of O&M specialists when working with students who have visual and multiple disabilities
* Describe strategies for promoting O&M for students who have visual and multiple disabilities

*Pre- and Post-Quizzes*

*Video:* Orientation & Mobility for Wheelchair Users; Techniques for Deaf-Blind Orientation and Mobility

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 294-310

Principles for providing Orientation and Mobility to People with Visual Impairment and Multiple Disabilities

*Assignment:*  Assess the accessibility of 10 travel areas in your teaching environment

**Session 2: Developing the O&M Program**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the role of educational team members other than the O&M specialist who may be involved in O&M
* assessment
* Describe how collaboration among team members and the O&M specialist enhances assessment
* Describe the goals of an O&M program for students with visual and multiple disabilities
* Describe strategies to support positive behaviors for O&M instruction
* Describe strategies and suggestions for working with students who have behavioral challenges

*Pre- and Post-Quizzes*

*Video:* Wheelchair Orientation & Mobility

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 310-319

NMSBVI Orientation & Mobility Inventory

General Orientation and Mobility Recommendations for Functional Programs

*Assignment:* Suggest strategies for improving access to travel areas in your teaching environment

**Session 3: Mobility Tools, Orientation Devices, and Communication Devices**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify the various travel methods employed by people with visual and multiple disabilities
* List commonly used human guide adaptations for individuals with visual and multiple disabilities
* List commonly used adaptations to the long cane for individuals with visual and multiple disabilities
* Identify dog guide schools that serve individuals with visual and multiple disabilities
* Describe adapted mobility devices (AMDs)
* Describe Electronic Travel Aids (ETAs)
* List and describe ambulatory aids for individuals with visual and multiple disabilities
* List and describe orientation devices for individuals with visual and multiple disabilities
* Describe functional, practical, and safety and instructional considerations for individuals with visual and multiple disabilities
* Describe strategies and suggestions for encouraging O&M for students who use AAC (augmentative and alternative communication devices

*Pre- and Post-Quizzes*

*Video:* Alternative Inputs and High-Tech Switches for Power Mobility; Electronic Travel Aids; Basics of AAC; Using his AAC to tell me he wants to go somewhere

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 319-335

Orientation and Mobility for Children Who Are Blind or Visually Impaired

O&M VISSIT

*Assignment:* Create a resource file of Adaptive Mobility Devices, Electronic Travel Aids, and aids.