

Virginia Consortium for Teacher Preparation in Vision Impairment

Orientation and Mobility for Students with Visual Impairments Summer, 2011 EDSE 514 Section XS1/6V1

Dates: Online via Blackboard: May 23rd-July. 11th
Two required face-to-face weekends at the Virginia School for the Deaf and Blind
Friday 06/3:5-8 and Saturday 06/4: 8-4
Friday 7/8: 5-8 and Saturday 7/9: 8-4

Host University

George Mason University
Instructor: Holly Lawson
Office phone: 703.993.5625
Office hours: by appointment,
before and after class
Email address:
hlawson2@gmu.edu

Participating Universities

- GMU – EDSE 414/514 Orientation and Mobility for Students with Visual Impairments
- JMU – EXED 433/533 Orientation and Mobility for Students with Visual Impairments
- RU – EDSP 659 Orientation and Mobility for Students with Visual Impairments
- NSU – SPE 704 Orientation and Mobility for Students with Visual Impairments
- ODU – SPED 435/535 Orientation and Mobility for Students with Visual Impairments

COURSE DESCRIPTION (2 CREDIT HOURS) (Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)

Provides the foundation for understanding the components and essence of Orientation and Mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation & mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via Black Board.
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments
5. Written responses to posted discussion questions posted on Blackboard.

PROFESSIONAL STANDARDS:

Special Education Content Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to **modify learning environments** appropriately for individuals with exceptional learning needs. They

enhance the **learning of critical thinking, problem-solving, and performance skills** of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

LEARNER OUTCOMES:

This course is designed to enable students to:

- demonstrate knowledge of the background of the field of orientation and mobility and is able to describe:

- legal framework/historical foundations
- curricular foundations,
- cultural social-economic factors and beliefs affecting students with visual impairments and other concomitant disabilities.
- the philosophy of instructional practices
- federal entitlements

- demonstrate knowledge of the implications of blindness/visual impairment and deaf-blindness upon development and orientation and mobility skills acquisition and will be able to explain:

- typical development of concepts and O&M skills
- development of basic concept skills for a student with visual impairment
- development of pre-cane mobility skills.
- structure and function of the eye
- basic terminology and travel implications of disorders of the visual system.
- audition and O&M
- role of perception
- effects of medication
- impact of vision loss on the family
- role of incidental learning
- recommended adaptations that address vision loss

- demonstrate knowledge of educational definitions, identification issues and teaching strategies for orientation and mobility skills development and can articulate:

- strategies to teach pre-cane mobility skills
- strategies for teaching basic concepts.
- the long cane
- dog guides
- electronic travel aids
- optical and non-optical aids
- ambulatory aids
- advantages and disadvantages of mobility systems

REQUIRED TEXTBOOK:

Pogrud, R., & Fazzi, D. (2002). *Early focus □: working with young blind or visually impaired children and their families* (2nd ed.). New York: AFB Press.
ISBN 978-0-89128-856-5

REQUIRED ARTICLES (AVAILABLE ON BB):

- Foley, J. T., Lieberman, L. J., & Wood, B. (2008). Teaching Strategies with Pedometers for All Children. *RE:view: Rehabilitation Education for Blindness and Visual Impairment*, 39(4), 206-212.
- Lewis, S., Iselin, S.A. (2002). A comparison of the independent living skills of primary students with visual impairments and their sighted peers: a pilot study. *Journal of Visual Impairment & Blindness* 96(5) 335-44.
- Lieberman, L. J., Byrne, H., Mattern, C. O., Watt, C. A., & Fernandez-Vivo, M. (2010). Health-Related Fitness of Youths with Visual Impairments. *Journal of Visual Impairment & Blindness*, 104(6), 349-359.
- O'Connell, M., Lieberman, L. J., & Petersen, S. (2006). The Use of Tactile Modeling and Physical Guidance as Instructional Strategies in Physical Activity for Children Who Are Blind. *Journal of Visual Impairment & Blindness*, 100(8), 471-477.
- Ramsey, V. K., Blasch, B. B., & Kita, A. (2003). Effects of mobility training on gait and balance. *Journal Of Visual Impairment And Blindness*, 97(11), 720–726.
- Smith, D. W. (2006). Developing Mathematical Concepts through Orientation and Mobility. *RE:view: Rehabilitation Education for Blindness and Visual Impairment*, 37(4), 161-165.

PROPOSED SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Presenter	Readings & Assignments
May 25- June 1	<ul style="list-style-type: none"> • Blackboard & Adobe Connect • Review of Syllabus & Course Requirements • History of orientation and mobility, federal regulations • Professional roles in orientation and mobility 		Early Focus, Ch. 10 June 1-homework #1
June 3 VSDB 5-8	<ul style="list-style-type: none"> • Practical skills: basic human guide technique, reversing directions, narrow passages, changing sides • Body Image and Physical Development 		Early Focus, Ch. 9
June 4 VSDB 8-4	<ul style="list-style-type: none"> • Uses of the senses in orientation and mobility • Orientation and mobility for the low vision traveler • Practical skills: trailing, stairs, doorways, dropped objects, protective techniques, seating, accepting and refusing assistance • Concept Development 	Tim Gels, Eschenbach	
June 8-14	<ul style="list-style-type: none"> • Maps and route travel 		Smith Homework #2: Sensory Walk, June 12
June 15-21	<ul style="list-style-type: none"> • Orientation and mobility for preschoolers 		Early Focus, Ch. 4 Gross Motor Skills Lesson Plan Due: June 15-21 Homework #3: June 15-19:
June 22-28	<ul style="list-style-type: none"> • Orientation and mobility for older adults 		Ramsey et.al. June 22-28: On-line discussion #1 (#2 omitted)
June 29- July 7	<ul style="list-style-type: none"> • Family & psychosocial aspects of orientation and mobility 		Homework #4
July 8 VSDB 5-8	<ul style="list-style-type: none"> • Practical skills review • Daily living skills • Travel devices and cane travel 		Early Focus, Ch. 7 Foley et. al., Lieberman et al & O'Connell et, al. & Lewis & Iselin
July 9 VSDB 8-4	<ul style="list-style-type: none"> • Practical skills exam • Physical education • Practical skills: cane travel experience • Panel discussion: O&M instructors 	TBA	Tactile map due

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

- ⇒ **Participation in discussions and on-line activities.** There will be 12 online discussions for this course. Students are expected to respond to posted discussion prompts at least twice a week, either to the instructor or to something another student has posted.

- ⇒ **Participation in face-to-face activities.** There are two face-to-face meetings at the Virginia School for the Deaf and Blind. These meetings will focus on hands-on practical skills and activities.

- ⇒ **Gross motor assignment.** Students will identify a motor skill that is typically learned by young children and write a lesson plan addressing how they might teach that skill to a child who is visually impaired. Students should describe the child they would be teaching (age, degree of vision, general learning ability). Ways of adapting the skill for a visually impaired learner should be emphasized.

- ⇒ **On-line homework.** Students will complete four short homework assignments to test their knowledge of the course content. These will be comprised of multiple choice, true/false and short answer questions on Blackboard.

- ⇒ **Tactile map assignment.** Students will develop a tactile map to be used with a student with a visual impairment.

- ⇒ **Practical skills exam.** Students will demonstrate their knowledge of human guide techniques and will teach the four skills to another peer as though the peer is a child with a visual impairment. This will take place on the last day of class during our face-to-face meeting.

Scoring Rubrics for all assignments are posted on the blackboard site.

ASSIGNMENTS & COURSE REQUIREMENTS

ASSIGNMENT POLICY

All assignments will be submitted electronically. If any of your assignments contain tactile or tangible elements you may mail them directly to Dr. Lawson. Digital photos of tactile project elements are acceptable and may be submitted electronically. Assignments submitted after the due date and time will automatically deduct 5% off of the total grade for every day it is late.

ATTENDANCE POLICY

Attendance for face-to-face meetings (**80 points**) is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, and guest speakers will be presented in class that are not a part of the text and can only be experienced in the class sessions. Furthermore, as part of this course you are expected to be an active and respectful participant, which includes actively engaging in class discussions and activities.

GRADING SCALE

Grades will be assigned, using a point system, of a total of 100 available points:

	350 Total Points Possible
1. Online discussions (<u>12</u>)	40
2. Face-to-face meetings (2)	80
3. Gross motor lesson plan	50
4. On-line homework (4)	80
5. Tactile map	50
6. Practical exam	50

GRADUATE GRADING SCALE:

- A – 350- 315 points
- B – 314– 280 points
- C – 279 – 245 points
- F – below 244 points

CLASS AND GRADING POLICIES:

As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the date (see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. **Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.**
3. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted a week after submission; however, sometimes commitments to other class or duties interfere with grading time.

CONSORTIUM COURSE POLICIES

HONOR CODE

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or

received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

A complete copy of each university's Honor System document is available through

- GMU: <http://academicintegrity.gmu.edu/honorcode/>
- Radford: <http://www.radford.edu/dos-web/honorcode.html>
- NSU: <http://www.nsu.edu/studentjudicial/>
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml
- JMU: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>

ACCOMMODATIONS FOR DISABILITY

Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: <http://ods.gmu.edu/>
- Radford: <http://www.radford.edu/~dro/>
- NSU: <http://www.nsu.edu/disabilityservices/index.html>
- ODU: <http://studentaffairs.odu.edu/educationalaccessibility/>
- JMU: <http://www.jmu.edu/ods/>

INCLEMENT WEATHER

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. Please note that the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

CELL PHONES AND WEAPONS

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive.

COURSE MATERIALS

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints will be available on Blackboard by noon of the class day or sooner. If you plan to print copies of PowerPoint slides, this must be done before class begins (before 4 pm or 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

TECHNOLOGY PROFICIENCIES

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu>

NON GMU Students: Your login for Blackboard Community is: x_first name.last name
For example John Smith's username would be: x_john.smith Your password is:
bbcommunity

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments.

Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at:

<http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

TASKSTREAM SUBMISSION

TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the VI Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for creating an account in TaskStream and submitting assignments are available on Blackboard in the TaskStream folder within the Syllabus section.

The **signature assignment(s)** for this class is: **Gross motor assignment**

BLACKBOARD ASSISTANCE

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Holly Lawson (hlawson2@gmu.edu). You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through <http://mymason.gmu.edu> (new

website) for fall courses.

- If students access Blackboard through <http://gmucommunity.blackboard.com> (old website) they will see only content from spring and summer. DO NOT use this website to access Blackboard.
- When accessing Blackboard through <http://mymason.gmu.edu> students will also have access to previous courses.
- Students will use the same login they have used for spring and summer courses.
- When students login to <http://mymason.gmu.edu>, select the “Organizations” tab to access their classes.
- Students will notice a slightly different look to the new Blackboard system, but everything should function the same.

**GMU STUDENTS ONLY:
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].