



**Host University: George Mason University,  
College of Education and Human Development  
Division of Special Education and disAbility Research**

Summer 2014

Orientation and Mobility for Students with Visual Impairments

2 - Credits

- GMU – EDSE 514 X01 Orientation and Mobility for Students with Visual Impairments, CRN: 41556
- JMU – EXED 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 535 Orientation and Mobility for Students with Visual Impairments

<b>Instructor:</b> Dr. Holly Lawson	<b>Meeting Dates:</b> 5/19/2014 - 6/28/2014
<b>Phone:</b> 703-993-5625	<b>Meeting Day(s):</b> F, (5/31 & 6/28), 5:00 pm-8:00 pm, S, (6/1 & 6/29), 8:00 am-4:00 pm
<b>E-Mail:</b> hlawson2@gmu.edu	<b>Meeting Time(s):</b> Online asynchronous/two face-to-face weekends
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Virginia School for the Deaf and Blind Staunton, VA/Internet

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Course Description**

Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and 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.

**Prerequisite(s):** EDSE 511 (may be taken concurrently)

**Co-requisite(s):** None

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor. All other students should refer to their faculty advisor at their participating university. [http://kihd.gmu.edu/teacher\\_prep\\_program/contacts](http://kihd.gmu.edu/teacher_prep_program/contacts)

### **Nature of Course Delivery**

Learning activities include the following:

1. Recorded lectures and online discussion
2. Face-to-face weekend seminars
3. Application activities
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of this course, students will be able to

- demonstrate knowledge of the background of the field of orientation and mobility, including historical and legal foundations.
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  - demonstrate knowledge of the role of the orientation and mobility instructor, and will define the roles of other professionals who support learning in orientation and mobility.
  - describe and demonstrate basic travel techniques for people with visual impairment, including human guide, trailing, stairs, doorways, and protective techniques.
  - demonstrate knowledge of motor development, concept development, and sensory systems and be able to describe how these components affect orientation and mobility.
  - demonstrate basic knowledge of a variety of orientation and mobility devices, both low and high-tech, for persons with visual impairment and the pros and cons of these systems.
  - demonstrate knowledge of the impact of low vision on the process of orientation and mobility.
  - identify appropriate adaptations in travel techniques for learners with multiple disabilities and for those who are preschoolers.
  - describe and demonstrate appropriate techniques for the instruction of daily living skills to individuals with visual impairment.

- describe and demonstrate appropriate techniques for the instruction of physical education to individuals with visual impairment.

### **Required Textbooks**

- Fogg, L. (2007). *Traveling Blind: Life Lessons from Unlikely Teachers*. Ukiah, CA: Medusa Muse Press. **ISBN-13:** 978-0979715204
- 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 Resources**

- Sleep shade for face-to-face meetings, MindFold Mask brand

### **Additional Readings**

- Conroy, Paula. (2011). Supporting students with visual impairments in physical education: needs of physical educators. *AER Journal Research and Practice in Visual Impairment and Blindness*, 5(1), 3-10.
- 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.
- 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.
- Renshaw, R. L., & Zimmerman, G. J. (2007). Using a Tactile Map With a 5-Year-Old Child in a Large-Scale Outdoor Environment. *RE: view: Rehabilitation and Education for Blindness and Visual Impairment*, 39(3), 113–121.
- Scott, B. (2010). Early long cane use: a case study. *AER Journal Research and Practice in Visual Impairment and Blindness*, 3(1), 26-29.
- Smith, D. W. (2006). Developing Mathematical Concepts through Orientation and Mobility. *RE:view: Rehabilitation Education for Blindness and Visual Impairment*, 37(4), 161-165.

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners and Standard 4: Instructional Strategies.

## **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **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](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**

This course has both asynchronous modules and synchronous class meetings at the Virginia School for the Deaf and Blind. Most likely, inclement weather will not impact access to asynchronous course content. In the event that bad weather does shut down the GMU Blackboard system, the instructor may need to modify the course schedule. As for synchronous meetings, classes are cancelled at the instructor's discretion based on weather conditions and available technology services. Since students are participating in the course across regions, you are responsible for contacting the instructor as soon as possible in case of major power outages or severe weather storms.

## **COURSE MATERIALS**

This course gives you access to 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 presentation handouts, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course.

## **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>

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>.
- Login
  - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
  - NON-GMU Students:
    - Username: x\_firstname.lastname
    - Password: bbcommunity
- Select the “Organizations” tab to access classes.

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>

## COURSE POLICIES & EXPECTATIONS

### **Attendance.**

This course is primarily offered asynchronously. Students are expected to review course content on Blackboard and participation points will be based on your accessing and engaging with the online materials. Students are expected to attend class during face-to-face meetings at the Virginia School for the Deaf and Blind. Additional points will be assigned for participation in online discussions (both synchronous and asynchronous) and group activities.

### **Late Work.**

***Late assignments will not be accepted. Only in the case of serious family emergency or illness with late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance.***

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### Grading Scale

A = 95-100%  
 A- = 90-94%  
 B = 80-89%  
 C = 70-79%  
 F = 70% and below

### Assignments

#### Performance-based Assessment (TaskStream submission required).

Not applicable

#### Performance-based Common Assignments (No TaskStream submission required).

Practical Exam

#### Other Assignments.

	<b>400 Total Points Possible</b>
1. Online discussions (2x20)	40
2. Participation in face-to-face meetings and activities (2x40)	80
3. Observation of an O&M lesson	50
4. On-line homework (4x20)	80
5. <i>Traveling Blind</i> paper	100
6. Practical exam	50

### **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. 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.

### **Assignments**

1. **Participation in discussions.** There will be 2 online discussions for this course. Students are expected to respond to posted discussions at least twice a week, either to the instructor or in response to a comment a classmate posted.
2. **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.
3. **Traveling Blind Paper** (see description and rubric below)
4. **Observation of a student with a visual impairment during an O&M lesson** (see rubric and discussion below)
5. **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 related to lecture and reading content.
6. **Practical skills exam.** Students will demonstrate their knowledge of human guide techniques and will teach the three 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. Everyone will have to teach the basic human guide technique. The other two skills will be determined by random selection before the exam



## Schedule

Date	Topic	Readings & Assignments
<b>May 19- May 29</b>	<ul style="list-style-type: none"> <li>• Review of Syllabus &amp; Course Requirements</li> <li>• History of Orientation and Mobility, federal regulations</li> <li>• Professional roles in orientation and mobility</li> <li>• Body Image and Physical Development</li> </ul>	Early Focus, Ch. 9 & 10 Discussion #1 Homework #1 Ramsey et.al.
<b>May 30 VSDB 5-8</b>	<ul style="list-style-type: none"> <li>• Practical skills: basic human guide technique, reversing directions, narrow passages, changing sides</li> <li>• Maps and route travel</li> </ul>	Early Focus, Ch. 9 Renshaw & Zimmerman
<b>May 31 VSDB 8-4</b>	<ul style="list-style-type: none"> <li>• Uses of the senses in orientation and mobility</li> <li>• Orientation and mobility for the low vision traveler</li> <li>• Practical skills: trailing, stairs, doorways, dropped objects, protective techniques, seating, accepting and refusing assistance</li> </ul>	Early Focus, Ch. 3
<b>June 3-8</b>	<ul style="list-style-type: none"> <li>• Orientation and mobility for preschoolers</li> <li>• Concept Development</li> </ul>	Early Focus, Ch. 4 Smith Homework #2
<b>June 9-15</b>	<ul style="list-style-type: none"> <li>• Family &amp; psychosocial aspects of orientation and mobility</li> </ul>	Early Focus, Ch. 2 Discussion #2
<b>June 16- 22</b>	<ul style="list-style-type: none"> <li>• Travel devices and cane travel</li> </ul>	Scott Homework #3 O&M observation due 6/21
<b>June 23- June 26</b>	<ul style="list-style-type: none"> <li>• O&amp;M for students with multiple disabilities</li> </ul>	<i>Traveling Blind</i> paper due Homework #4
<b>June 27 VSDB 5-8</b>	<ul style="list-style-type: none"> <li>• Practical skills review</li> <li>• Daily living skills</li> <li>• Travel devices and cane travel</li> </ul>	Early Focus, Ch. 7 Lewis & Iselin Practical skills exam
<b>June 28 VSDB 8-4</b>	<ul style="list-style-type: none"> <li>• Practical skills exam</li> <li>• Panel of O&amp;M professionals</li> <li>• Physical education</li> <li>• Practical skills: cane travel experience</li> </ul>	Conroy Foley et. Al. Lieberman et al.

## TRAVELING BLIND PAPER RUBRIC (100 points)

**Assignment:** Write a reflective 4 to 6 page paper about the book *Traveling Blind* by Laura Fogg. Pick two children described by Fogg. For each child select a minimum of three areas of the Expanded Core Curriculum and discuss how Fogg addressed them in her teaching. Please do not provide a summary of the child's life, rather focus on areas of instruction in the Expanded Core Curriculum. Compare and contrast these two children sharing what similarities and differences they have. Discuss a minimum of three strategies Fogg used with all of her students that you believe are exemplary. Finally, explain how you will apply Fogg's work in your own work with people with visual impairments or other disabilities. End your paper with a conclusion in which you summarize key points from your paper. In this paper use "Fogg" not "Laura" when referring to the author.

**Grading Rubric:** I will assign points to your paper using the following rubric.

# Points	Item
___/5	Paper is double spaced, 12 point font, 1 inch margins, 4-6 pages in length.
___/5	Introductory paragraph provides an accurate overview of the content of the paper.
___/15	The writer accurately describes one child's learning needs in a minimum of three areas of the Expanded Core Curriculum and how Fogg addressed them in her teaching. Specific examples are used to illustrate each area of the ECC.
___/15	The writer accurately describes one child's learning needs in a minimum of three areas of the Expanded Core Curriculum and how Fogg addressed them in her teaching. Specific examples are used to illustrate each area of the ECC.
___/15	The writer compares and contrasts the selected two children sharing what similarities and differences they have. A minimum of 2 similarities and 2 differences are provided.
___/15	The writer discusses a minimum of three strategies Fogg used with her students that the writer believes are exemplary. An example for each strategy is provided.
___/15	The writer explains how he/she will apply Fogg's work to his/her own work with people with visual impairments or other disabilities. (For this section you may use "I.")
___/5	Closing paragraph provides a summary of key points the writer made in the paper.
___/10	Grammar – Writer used past tense, with the exception of the section on how he/she will apply what was gained from reading the book. The writer uses consistent verb tenses, accurate spelling, no run on sentences, etc. APA format (1-inch margins, references, double spaced, Time New Roman or Courier font)

## OBSERVATION OF AN O&M LESSON (50 points)

**Assignment:** Arrange for an observation of a student with a visual impairment during an O&M lesson. I will provide a contact list of O&M instructors who will be available to assist you with this project, if needed. Write a 2-3 page paper which describes the lesson objectives and activities. Include a reflection of what you learned from the observation. For example, you may discuss concepts you learned related to O&M, use of different travel techniques or tools, or instructional strategies used by the O&M specialist.

**Grading Rubric:** I will assign points to your paper using the following rubric.

# Points	Item
___/5	Description of purpose of O&M lesson
___/20	Description of the lesson (activities)
___/20	Your reflections about the lesson (Do you think it was effective? What did you learn?)
___/5	Spelling and grammar; APA format: 1-inch margins, references, double spaced, Time New Roman or Courier font