



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2016

EDSE 613 6Y1: Teaching Methods for Students with Visual Impairments

CRN: 42599, 3 - Credits

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| Instructor: Dr. Ellen Bowman | Meeting Dates: 05/16/16 - 07/06/16 |
| Phone: (205) 799-0422 | Meeting Day(s): Wednesdays |
| E-Mail: ebowman5@gmu.edu | Meeting Time(s): 4:30 pm - 7:10 pm |
| Office Hours: via phone, after class or by appointment | Meeting Location: Fairfax-KH 208 as well as online |

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

Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

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

Notes: Delivered online.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

DELIVERY METHOD:

This course will be delivered online using a **synchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on May 18, 2016.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.

- **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Monday**, and **finish** on **Sunday**.
- **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Recognize available local, state, and national resources for obtaining assistance and materials.
2. Learn techniques to facilitate effective inclusion of students with visual impairments in general education classrooms.
3. Acquire effective teaching strategies for working with children with visual impairment, including those with multiple disabilities, to promote academic progress and support growth in areas of the expanded core curriculum.
4. Demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.
5. Demonstrate knowledge in the types of technology tools available and how specific devices can be used to accomplish instructional objectives for students with visual impairments, including those with multiple disabilities.
6. Use multiple sources of quantitative and qualitative assessment data to plan comprehensive long-term (transition) and short-term educational programs for students with visual impairment based on standard and the expanded core curriculum.
7. Demonstrate relationships among assessment, IEP development, placement and educational services.
8. Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.
9. Identify related services and accommodations pertaining to postsecondary transitions that increase student access to post-secondary education and community resources.
10. Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Required Textbooks

- Bateman, B. & Linden, M.A. (2012). *Better IEP's: How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company, Inc.
- Koenig, A.J. & Holbrook, M.C. (2000). *Foundations of Education (Second Edition). Volume II. Instructional strategies for teaching children and youths with visual impairments*. NY: AFB Press.

Recommended Textbooks .

- Allman, C. B., Lewis, S., & Spungin, S. J. (2014). *ECC Essentials: Teaching the expanded core curriculum to students with visual impairments*. NY: AFB Press
- Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press
- Sacks, S. Z., Wolfe, K.E. (Eds). (2006). *Teaching social skills to students with visual impairments*. NY: AFB Press.

Smith, M. & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairments*. NY: AFB Press.

Required Resources.

- Personal computer
- A reliable internet connection
- A headset with microphone
- A webcam (optional)

Additional required sources posted on Blackboard

Additional Readings

- Bardin, J.A., & Lewis, S. (2008). A survey of the academic engagement of students with visual impairments in general education classes. *Journal of Visual Impairment & Blindness*, 102(8), 472-483.
- Chamberlain, S.P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic*, 40(4), 195-211
- Corn, A.L., & Koenig, A.J. (2002). *Literacy for students with low vision: A framework for delivering instruction*. *Journal of Visual Impairment & Blindness*, 96(5), 305-21.
- Crudden, A. (2012). *Transition to employment for students with visual impairments: Components for success*. *Journal of Visual Impairment & Blindness*, 106(7), 389-399.
- Hatton, D., Ivy, S., & Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United states, *Journal of Visual Impairment & Blindness*, 107(5), 325-336
- Herzberg, T.S., & Rosenblum, L. P. (2014). Print to braille: Preparations and accuracy of mathematics materials in K-12 education. *Journal of Visual Impairment & Blindness*, 108(5), 355-367.
- Koenig, A. J., & Holbrook, M. C. (2000). Ensuring high-quality instruction for students in braille literacy programs. *Journal of visual Impairment & Blindness*, 94(11), 677-94.
- Lewis, S., & McKenzie, A.R. (2010). The competencies, roles, supervision, and training needs of paraeducators working with students with visual impairments in local and residential schools. *Journal of visual Impairments & Blindness*, 104(8), 464-477.
- McDonnall, M. C. (2010). Factors predicting post-high school employment for young adults with visual impairments. *Rehabilitation Counseling Bulletin*, 54(1), 36-45.
- McMahon, E. (2014). The role of specialized schools for students with visual impairments in the continuum of placement options; The right help, at the right time, in the right place. *Journal of Visual Impairment & Blindness*, 108(6), 449-459.

Thrief, E., & Feeney, R. (2003). Guidelines for a precollege curriculum for students with blindness and visual impairments. *Re:view: Rehabilitation Education for Blindness and Visual Impairment*, 35(3), 137-143.

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 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, and Standard 8: Assessment.

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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>]. Students from other Consortium universities must submit documentation from their university offices in order to receive approved accommodations.

- 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/>

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/>]

Course Policies & Expectations

Attendance

This course comprised of interactive discussion and lectures; attendance at each synchronous course meeting is mandatory. Only in the case of an emergency or other urgent situations will an absence be excused. Candidates must inform the instructor in advance of an upcoming, unavoidable absence, or as soon as possible if there is an emergency situation. It is up to the discretion of the instructor to excuse the absence, which may or may not allow makeup for participation points.

Late Work

All coursework must be submitted on time. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from his/her Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Transition Individualized Education Program* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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|-------------------|----------------------|
| A = 95-100% | 322-340 points |
| A- = 90-94% | 305-321 points |
| B = 80-89% | 271-304 points |
| C = 70-79% | 237-270 points |
| F = 69% and below | 236 points and below |

Grades will be assigned, using a point system:

| | Points Possible |
|-----------------------------------|------------------------|
| 1. In-class participation | 80 |
| 2. On-line activities/application | 35 |
| 3. IEP and Transition Plan | 80 |
| 4. Adapted Teaching Unit | 55 |
| 5. Expanded Core Curriculum | 50 |
| 6. Digital Filing Cabinet | 40 |
| Total Possible Points | 340 |

Opportunities will be available to earn bonus points throughout the course. Bonus points will be used towards individual assignments.

Assignments

Performance-based Assessment (Tk20 submission required).

Transition IEP (80 points) The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for planning for students with visual impairment. Candidates will demonstrate their ability to develop the critical components of a Transition Individual Education Program (IEP) that are legally sufficient and

educationally appropriate for the described case study student. Candidates will also provide clear rationales for each components of the Transition IEP.

Performance-based Common Assignments (No Tk20 submission required).

Adapted Teaching Unit (55 points) Students will select a teaching unit from the general curriculum and adapt or modify it for a student who is blind or visually impaired. Included the following information.

- Targeted age range that this unit is adapted for;
- Materials or equipment needed;
- Age appropriate activities to carry out learning;
- Evaluation methods used.

The grading rubric, sample teaching unites, and detailed instruction are available in Blackboard.

Other Assignments.

Expanded Core Presentations (50 Points). Students will develop and present a 15 minute presentation for one of the nine expanded core curriculum areas. Presentations will include summaries from journal articles, ECC resources, data collected from an interview with a practicing TVI, and a design for a hypothetical teaching unit or project targeting objectives within an ECC area. The grading rubric and detailed instructions are available in Blackboard.

Digital Filing Cabinet (40 Points). The goal of this assignment is for student to finish the course with a portable, accessible resource file which contains helpful information that they can reference and share whenever needed as a TVI. Detailed instructions and a grading rubric are available in Blackboard.

On-line activities/application (35 Points) Between class meetings, the instructor will assign one to three, short applications activities related to the readings, class discussions, or preparations for assignments. Points will be allocated among these smaller activities each week, for a total of 7 weeks and 35 points.

Schedule

| Date | Topic | Readings & Assignments |
|--------|--|---|
| May 18 | <ul style="list-style-type: none"> • Blackboard • Review Syllabus & Course Requirements • Discuss Roles & Responsibilities of TVI | <ul style="list-style-type: none"> • Foundations Ch 1 & 19 • Bateman & Linden Ch. 1 |

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| Online/AA | <ul style="list-style-type: none"> • IEP, IFSP, Transition Overview • <i>Methods for working with related services</i> • <i>IRIS Module: Collaboration</i> | <ul style="list-style-type: none"> • Trief & Feeney (2003) • McDonnall (2010) |
| May 25 Online/AA | <ul style="list-style-type: none"> • Transition IEP/Career Planning • Vocational Rehabilitation Services • Self-Advocacy • Social Skills • <i>IRIS Module: Transition Planning</i> • <i>IEP Group Activity: Goals and objectives</i> | <ul style="list-style-type: none"> • Foundations Ch. 17 & 20 • Bardin & Lewis (2008) • Herzberg & Rosenblum (2014) • Bateman & Linden, Ch.5 • Crudden(2012) |
| June 1 Online/AA | <ul style="list-style-type: none"> • Culturally appropriate IEPs • Task Analysis & Ecological Inventory • IEP Goal writing discussion • <i>Group IEP Activity: LRE & Services</i> • <i>Ecological Inventory Activity (IRIS Module)</i> | <ul style="list-style-type: none"> • Foundation Ch. 6 • Chamberlain (2005) • Bateman & Linden, Ch. 3 |
| June 8 Online/AA | <ul style="list-style-type: none"> • General Techniques for Modifying Instruction • Assistive Technology • Strategies for Teaching Math and Science Instruction • LRE & Services Discussion • <i>IEP Group Activity: State Assessment & Accommodations.</i> • <i>Science Image Description.</i> • <i>YouDescribe Activity</i> | <ul style="list-style-type: none"> • Foundations Ch. 9 & 10 • Bardin & Lewis (2008) • Herzberg & Rosenblum (2014) • Bateman & Linden, Ch. 4 & 6 |
| June 15 Online/AA | <ul style="list-style-type: none"> • Programming for Infants, Toddlers, and Preschoolers • IEP PLOP discussion • <i>IRIS Module: The Multidisciplinary Team</i> • <i>Group IEP Activity Goals & Objectives</i> | <ul style="list-style-type: none"> • Foundations Ch. 5 & 7 • Bateman & Linden, Ch. 2 • Hatton, Ivy & Boyer (2013) Adaptive Teaching • Unit due June 17 |
| June 22 | <ul style="list-style-type: none"> • Strategies for Teaching Students with VI and Additional Disabilities | <ul style="list-style-type: none"> • Foundations Ch. 20, Appendix D |

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| <i>Online/AA</i> | <ul style="list-style-type: none"> • Caseloads, Scheduling, Teaming & Paraprofessionals • <i>IRIS Modules: Working with Families</i> | <ul style="list-style-type: none"> • McMahon (2014) • Lewis & McKenzie (2010) • Transition IEP Due June 24 |
| June 29 <i>Online/AA</i> | <ul style="list-style-type: none"> • Accessing Large Print & Electronic Materials, • Art, Music, Recreation, and Leisure • APH Products • <i>Art Beyond Sight Activity</i> | <ul style="list-style-type: none"> • Foundations Ch. 8, 11, 18 • Corn & Koenig (2002) • Koenig & Holbrook (2000) |
| July 6 | ECC Project Presentations | <ul style="list-style-type: none"> • ECC Projects are due in Blackboard prior to start of class • Digital Filing Due By Midnight on July 6th |

Online/AA= an online or application activity