

**Expanded Core Curriculum (ECC-VI)
For Students with Visual Impairments**

**Orientation and Mobility 11 – VI
Grade 11**

EXPANDED CORE CURRICULUM – VISUALLY IMPAIRED

Orientation and Mobility 11 (ECC-VI-O&M11)

PROPOSAL FOR BOARD / AUTHORITY AUTHORIZED COURSES

District Name: Okanagan / Skaha

District Number: 67

Developed By: Tom Cowper (Teacher of the Visually Impaired / Orientation and Mobility Instructor)

Date Developed: March 11, 2004

School Name: Summerland Secondary

Principal's Name: Bill Bidlake

Superintendent Approval Date:

Superintendent Signature:

Board/Authority Approval Date:

Board/Authority Chair Signature:

Course Name: Orientation and Mobility (O & M)

Grade Level of Course: 11

Number of Course Credits: 2

Number of Hours of Instruction: 60

Prerequisite(s): This course is based on the curriculum outlined in the Framework for Independent Travel (FIT). Each student, with their individual abilities and depending on their degree of vision loss, may be at different levels on the continuum of skills. A student entering this course should be able to demonstrate an understanding for the following strands at the specified level from the above program:

Concept Development	Levels One, Two, and Three <ul style="list-style-type: none"> • body, spatial, and environmental concepts
----------------------------	--

Sensory Development	Level One <ul style="list-style-type: none"> • vision, auditory, touch, proprioceptive / kinesthetic, vestibular, and olfactory
----------------------------	--

Orientation and Mapping	Level One <ul style="list-style-type: none"> • basic orientation, dropped objects, interpreting a simple map, travel to familiar destinations, and understand concepts of a city block
Travel Techniques	Level One <ul style="list-style-type: none"> • introduction to sighted guide and mobility devices, posture, and basic concepts of moving safely
Communication, Personal Safety, and Advocacy	Level One <ul style="list-style-type: none"> • basic communication skills, basic safety, understanding of medical issues and emergency procedures

Special Training, Facilities or Equipment Required: See pg. 5

Course Synopsis: See pg. 5

Table of Contents

Expanded Core Curriculum for Students with Visual Impairments – Orientation and Mobility 11 (ECC-VI-O&M11) 5

 Special Training, Facilities or Equipment Required..... 5

 Course Synopsis 5

 ECC – VI – O&M11 Modules 5

 Rationale 5

ECC-VI-O&M11 Organizational Structure 6

 Module 1: Orientation and Mobility 11 6

Module 1: Orientation and Mobility 11 (60 Hours) 7

 Module Synopsis..... 7

 Module 1 Organizational Structure - Curriculum Organizers..... 7

 Unit 1: Sensory Development 7

 Overview 7

 Curriculum Organizers – Vision..... 7

 Curriculum Organizers - Auditory 8

 Curriculum Organizers - Touch 8

 Unit 2: Orientation and Mapping..... 8

 Overview 8

 Curriculum Organizers – Orientation and Mapping..... 8

 Unit 3: Travel Techniques 9

 Overview 9

 Curriculum Organizers – Travel Techniques 9

 Unit 4: Communication, Personal Safety, and Advocacy 9

 Overview 9

 Curriculum Organizers – Communication, Personal Safety, and Advocacy 9

Module 1 Instructional Component..... 10

Module 1 Assessment Components 10

Learning Resources 11

 Print Resources 11

 Web Resources 11

Expanded Core Curriculum for Students with Visual Impairments – Orientation and Mobility 11 (ECC-VI-O&M11)

Special Training, Facilities or Equipment Required

Teaching O & M requires specially trained people who are aware of the dangers, responsibilities, and techniques involved. In British Columbia, the Ministry of Education defines a qualified orientation and mobility instructor as one who:

- meets standards established by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER); or
- has a Masters degree in orientation and mobility; or
- has completed post-graduate studies in orientation and mobility, which include at least 300 hours of supervised practice in orientation and mobility working with individuals with a variety of visual impairments.

The materials required for the student to successfully achieve the learning outcomes for O & M may include the following: cane (mobility or identification), adaptive mobility device, low vision devices (monoculars, magnifiers), tactile maps, tactile graphics kit, portable tape recorder, compass (print or Braille) and a CNIB bus pass. Student access to a cell phone may also be useful.

Course Synopsis

This course has been developed to support and encourage the student who is blind or visually impaired to achieve the highest level of independent travel that is individually possible. The development of these skills allows the student to more fully participate in the life of the school and the community. The ability to use these skills affects access to educational opportunities and improves quality of life.

The learning outcomes for this course are grouped under four strands from the Framework for Independent Travel. Students are expected to learn specific skills up to and including Level Two.

ECC - VI - O&M11 Modules

Orientation and Mobility

Grade 11

Credit = 2.0

Rationale

Orientation and mobility is a specialized skill that is essential for individuals who are blind or visually impaired. O & M has frequently been described as “knowing where you are, knowing where you want to go, and knowing how to get there.” O & M is the ability to move safely, efficiently, and gracefully through all environmental conditions and situations with as much independence as possible. O & M training encourages students with visual impairments to develop essential skills, build confidence in their ability to travel within their schools and other environments, and take responsibility for their decisions.

This course has been developed to give students who are blind or visually impaired the recognition for skills that need to be learned as part of the expanded core curriculum. Many of these students have

received ongoing direct instruction in O & M throughout their years in school. This course will provide the intensive instruction to further develop their O & M skills as they near graduation.

ECC-VI-O&M11 Organizational Structure

Module 1: Orientation and Mobility 11

	Credits = 2.0	Number of Hours = 60
<ul style="list-style-type: none">▪ Sensory Development▪ Orientation and Mapping▪ Travel Techniques▪ Communication, Personal Safety, and Advocacy		

Module 1: Orientation and Mobility 11 (60 Hours)

Prerequisite: Same as above.

Facilities and Equipment: Same as above.

Module Synopsis

Same as above.

Module 1 Organizational Structure - Curriculum Organizers

Unit	Title	Time (hours)
1	Sensory Development Vision Auditory Touch	10
2	Orientation and Mapping	20
3	Travel Techniques	20
4	Communication, Personal Safety, and Advocacy	10
Total Hours:		60

Unit 1: Sensory Development

Overview

The development of orientation and mobility skills goes hand in hand with the ability to gather and interpret sensory cues. Information from sight, sound, smell, and touch support movement and exploration of objects and the environment. Through the process of sensory integration, it is possible to establish and maintain one's position, locate objects, establish and confirm landmarks, and recognize safety cues.

By using the senses, students can access additional information (Braille, print, voice, and tactile diagrams) that assist them in becoming familiar with a travel setting.

Practice and familiarity with a setting often enhances sensory awareness and responsiveness. The ability to use one's senses may be compromised by illness, fatigue, and stress.

Curriculum Organizers - Vision

Students with residual vision can use it to establish and maintain orientation and safety when traveling. In addition, vision is important for developing concepts, encouraging movement, and integrating sensory cues.

Learning Outcomes

It is expected that students will be able to:

- visually identify dangers in unfamiliar environments
- use vision to “read” business area traffic
- use visual memory for orientation
- maximize use of residual vision when traveling

Curriculum Organizers - Auditory

Students who are blind or visually impaired must use information from sound to remain safe and oriented to their surroundings. Training in auditory skills can help them to develop awareness and understanding of the world, particularly about objects that may not be seen or may not be within arm’s reach.

Learning Outcomes

It is expected that students will be able to:

- use sound cues and echo location for orientation
- use sound to “read” vehicle flow and traffic control systems at intersections

Curriculum Organizers - Touch

Students who are blind or visually impaired can gain information about surface and object textures, shapes, size, and density through the development of tactile sensitivity. In addition, touch can be used to detect, explore, orient, and protect from hazards. Tactile cues from a guide dog or travel device (cane, electronic travel aid) or protective arm techniques can facilitate protection from objects.

Learning Outcomes

It is expected that students will be able to:

- use touch for orientation in unfamiliar settings
- discriminate more complex tactile information
- understand the impact of clothing on masking tactile cues

Unit 2: Orientation and Mapping

Overview

Orientation and mapping skills are an essential part of the student’s orientation and mobility instruction. Map reading promotes the integration of concepts with skills, enhances comprehension of spatial relationships, and enables the student to travel independently in all environments.

Curriculum Organizers - Orientation and Mapping

Learning Outcomes

It is expected that students will be able to:

- orient to a more complex environment
- locate specific destination by address
- interpret more complex maps

Unit 3: Travel Techniques

Overview

Independent and safe mobility involves the development of motor skills, acquisition of basic concepts, and awareness of the travel setting. Teaching these outcomes in a developmentally sequential manner allows the student to acquire the necessary skills on which to build more complex orientation and mobility techniques.

The ability to travel independently is integral to every aspect of personal, educational, and social development. The effective use of appropriate travel techniques enables students who are visually impaired to participate in activities as independently as is individually possible.

Curriculum Organizers - Travel Techniques

Learning Outcomes

It is expected that students will be able to:

- instruct and use correct sighted guide technique
- use basic cane techniques proficiently
- travel safely and independently in unfamiliar indoor environments
- travel safely and independently in residential neighbourhoods
- safely and independently cross residential streets
- with supervision, travel safely in business areas
- with supervision, safely cross streets in business and commercial areas
- travel safely in adverse weather conditions in familiar environments
- travel a familiar route safely at night
- with supervision, use public transportation

Unit 4: Communication, Personal Safety, and Advocacy

Overview

Effective communication skills, the knowledge and application of personal safety procedures, and the ability to be an effective self-advocate are fundamental in reaching one's destination, safely and efficiently.

Curriculum Organizers - Communication, Personal Safety, and Advocacy

Learning Outcomes

It is expected that students will be able to:

- demonstrate appropriate interactions with the public
- demonstrate more complex personal safety rules
- communicate with the public regarding the use of dog guides or low vision devices

Module 1 Instructional Component

- direct instruction
- self directed practice of learned skills
- interactive instruction
- role playing
- modeling
- practical application of learned skills
- brainstorming
- problem solving

Module 1 Assessment Components

Type of Assessment	Category	Details	Weighting (%)
Formative	Checklist of learned skills (FIT)	<ul style="list-style-type: none"> • Sensory Development • Orientation and Mapping • Travel Techniques • Communication, Personal Safety, and Advocacy • Pages 33, 35, 43, 51-53, 61 	50%
Summative	Final Assessment	Practical (Drop-off)	30%
		Written Examination	20%
Total:			100%

- Fifty per cent (50%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course.
- Thirty per cent (30%) of the grade will be based on a practical examination involving a drop-off lesson. The student will be dropped off at a familiar location and asked to proceed to a predetermined destination. Traveling this route independently, the student will have the opportunity to demonstrate learned skills in traveling safely, efficiently, and gracefully.
- Twenty per cent (20%) of the grade will be based on a final written examination demonstrating knowledge from all four strand areas.

Learning Resources

Print Resources

- British Columbia Ministry of Education, Special Programs Branch. *Framework for Independent Travel: A Resource for Orientation and Mobility Instruction*. Victoria, BC: BC Ministry of Education, 2000.
- Fazzi, Diane L. and Barbara A. Petersmeyer. *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired*. New York: AFB Press, 2001.
- Pogrund, Rona. *Teaching Age-appropriate Purposeful Skills (TAPS): An Orientation & Mobility Curriculum for Students with Visual Impairments*. Austin, TX: Texas School for the Blind and Visually Impaired, 1993.
- British Columbia Ministry of Education. *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Victoria, BC: BC Ministry of Education, 2011.
- Wiener, William R., Richard L. Welsh, and Bruce B. Blasch. *Foundations of Orientation and Mobility*. 3rd ed. New York: AFB Press, 2010.

Web Resources

- *Texas School for the Blind and Visually Impaired: Orientation & Mobility*
<http://www.tsbvi.edu/orientation-a-mobility>
This section of the TSBVI website contains many useful articles from O&M teaching strategies for youngsters to independent travel through an airport.
- *Vision Aware: Online Resources about Orientation and Mobility Services and Training*
http://www.visionaware.org/online_resources_about_orientation_and_mobility_services_and_training
A list of O&M URLs and summaries of their contents compiled by Vision Aware.
- *Orientation & Mobility.org*
<http://www.orientationandmobility.org/>
A website containing useful links, job resources and a list of post-secondary institutions that provide O&M courses.

Additional Information:

This course based on the Framework for Independent Travel applies to a small number of students who are blind or visually impaired. These students need this specialized instruction in order to travel independently and safely to participate in their school and community. The knowledge and application of these skills will improve quality of life and success during school years and later. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.