

Virginia Consortium for Teacher Preparation in Vision Impairment

**Teaching Methods for Students with Visual Impairments
Summer, 2011**

Thursdays, 4:00pm-10:00pm

Dates: 05/26/11-07/14/11

(In class meeting from 4-6:40 PM; online participation 6:40-10:00 PM)

Host University

George Mason University
Instructor: Holly Lawson
Office phone: 703.993.5625
Office hours: by appointment,
before and after class
Email address:
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Participating Universities

- GMU – EDSE 613 Teaching Methods for Students with Visual Impairments
- JMU – EXED 633 Teaching Methods for Students with Visual Impairments
- RU – EDSP 653 Teaching Methods for Students with Visual Impairments
- NSU – SPE 710 Teaching Methods for Students with Visual Impairments
- ODU – SPED 638 Teaching Methods for Students with Visual Impairments

Click on the link below to go directly to the section of the syllabus:

<u>LEARNER OUTCOMES</u>	<u>REQUIRED TEXTBOOKS</u>	<u>PROPOSED SCHEDULE</u>
<u>ASSIGNMENTS</u>	<u>GRADING</u>	<u>ARTICLES</u>
<u>MENU ITEMS</u>	<u>CONSORTIUM COURSE POLICIES</u>	<u>APA INFO</u>

COURSE DESCRIPTION

(Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)
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.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via synchronous face to face, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Application activities, including regular assignments
4. Written responses to posted discussion questions posted on Blackboard.
5. In-depth study and work on course requirements requiring outside class time

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.

Special Education Content Standard #6: Communication

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with exceptional learning needs. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English**.

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range**

goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction

LEARNER OUTCOMES:

This course is designed to enable students to:

- a. Demonstrate knowledge of effective educational planning and have the ability to create and manage appropriate teaching and learning environments for students with visual impairments.
- b. Use multiple sources of quantitative and qualitative assessment data to recommend:
 - IEP goals;
 - Curriculum adaptations and accommodations;
 - Instructional strategies;
 - Educational materials;
 - Specific modifications and adaptations for the learning environment of the student with visual impairment.
 - Plan, evaluate and revise comprehensive long term and short-term educational programs for students with visual impairment based on standard and the core curriculum.
 - Obtain and organize and create specialized materials intended to implement instructional objectives for students with visual impairment.
 - To design multi-sensory learning environments that engage the active participation of students with and without disabilities in individual and group activities.
 - Incorporate teaching methods appropriate for limited English proficient students, including gifted and talented and those with disabilities
 - Teaching methods to promote academic progress and effective preparation for the standards of learning assessments
 - Methods for improving communication between schools and families and ways of increasing family involvement in learning.
- c. Demonstrate knowledge of instructional content and practice, specialized instructional strategies and appropriate accommodations.
- d. Understand how to increase visual access to the learning environment in the use

- of print adaptations and optical and non-optical devices.
- e. Understand how to increase the non-visual access to learning environments
 - f. Describe strategies for teaching alternatives to nonverbal communication
 - g. Use specialized assessments and strategies, including the following, to teach the student with visual impairments:
 - Alternative reasoning and decision-making skills.
 - Organization and study skills
 - Health and health issues
 - Adapted PE social and recreation skills
 - Daily living skills
 - Career awareness
 - Awareness of vocational counseling
 - Problem-solving
 - h. Identify and use techniques and materials for the adaptation of instructional methods and materials in the core for students with visual impairments.
 - i. Choose and use appropriate forms of technology to accomplish instructional objectives for students with visual impairments and integrate technology into the instructional process

REQUIRED TEXTS:

- 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.
- Presley, I., & D'Andrea, F.M. (2009). *Assistive Technology for Students with Visual Impairments.* New York, NY: AFB Press.

Selected Articles Available on Blackboard.

- 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.
- Beal, C. R., Rosenblum, L. P., & Smith, D. W. (2011). A Pilot Study of a Self-Voicing Computer Program for Prealgebra Math Problems. *Journal of Visual Impairment & Blindness, 105*(3), 157-169.
- 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.
- 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 Impairment & Blindness*, 104(8), 464-477.

Lewis, S., & Tolla, J. (2003). Creating and Using Tactile Experience Books for Young Children with Visual Impairments. *TEACHING Exceptional Children*, 35(3), 22-28.

McDonnall, M. C. (2010). Factors Predicting Post-High School Employment for Young Adults with Visual Impairments. *Rehabilitation Counseling Bulletin*, 54(1), 36-45.

Milian, M. (1999). Schools and Family Involvement: Attitudes among Latinos Who Have Children with Visual Impairments. *Journal of Visual Impairment & Blindness*, 93(5), 277-90.

Trief, 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.

SUGGESTED READINGS:

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments*. NY: AFB Press.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: 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 impairment*. NY: AFB Press.

PROPOSED SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Format/Presenter	Readings & Assignments
May 26	<ul style="list-style-type: none"> Blackboard & Adobe Connect Review of Syllabus & Course Requirements Caseloads, Scheduling, Teaming, Paraprofessionals 	Videoconferencing	Found. Ch. 1, Appendices A, B & C Corn & Koenig; Koenig & Holbrook; Lewis & McKenzie
On-line/AA	<ul style="list-style-type: none"> Working with Families Toddler Observation 		
June 2	<ul style="list-style-type: none"> Programming for Infants, Toddlers and Preschoolers 		Found. Ch. 7 Early Focus Ch. 2
On-line/AA	<ul style="list-style-type: none"> Task analysis activity* 		
June 9	<ul style="list-style-type: none"> Culturally appropriate IEPs Assistive Technology Instruction 	Videoconferencing	Found. Ch. 5 & 6 Presley & D'Andrea, Ch. 1-

On-line/AA	<ul style="list-style-type: none"> Case Study: Assistive Technology Plan 		
June 16	<ul style="list-style-type: none"> Strategies for teaching students with VI and additional disabilities 	Videoconferencing	Found. Ch. 20, Appendix D Instructional Game with Lesson Plan Due
On-line/AA	<ul style="list-style-type: none"> Methods for working with related services (OT/PT/SLP)* 		
June 23	<ul style="list-style-type: none"> Social Skills & Self-Advocacy 	Videoconferencing	Found. Ch. 17 Assistive Technology Plan Due
On-line/AA	<ul style="list-style-type: none"> VDOE I'm determined Activity* Looking Good 		
June 30	<ul style="list-style-type: none"> Strategies for instructing dual-media learners Language Arts & Math 	Videoconferencing Dr. Kelly Lusk	Found. Ch. 8 & 10 Beal, Rosenblum, & Smith Lewis & Tolla
On-line/AA	<ul style="list-style-type: none"> Social Studies & Science Perkins Accessible Science* 		Found. Ch. 9, 11 & 18 Bardin & Lewis
July 7	<ul style="list-style-type: none"> Accessing Large Print & Electronic Materials, AIM-VA Art, Music, Recreational & Leisure 	Videoconferencing Joyce Sharp, AIM-VA	Adapted Teaching Unit Due
On-line/AA	<ul style="list-style-type: none"> Art Beyond Sight Activity* 		
July 14	<ul style="list-style-type: none"> Career and Transition Planning APH products 	Videoconferencing Monica Turner, APH	Found. Ch. 19 Trief, & Feeney McDonnall ECC Project Due

*Indicates that you will complete some form of homework for this activity.

ASSIGNMENTS & COURSE REQUIREMENTS

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

See Rubric on Blackboard under the Assignment link for specific information on how discussions will be scored

Participation in on-line/application activities. (50 points) There will be 5 online “in class” activities you will need to complete and submit for this course. Specific instructions and due dates will be provided on Blackboard.

Expanded Core Project (100). Students will develop a project pertaining to one or more of the expanded core curriculum areas. For example, a former student attended therapeutic riding school. She videotaped a student who was blind riding horseback

and did research about the benefits of this recreational activity and where there were other organizations like this throughout the United States. **Due July 14**

Adapted Teaching Unit (60). Students will select teaching unit (math, science, social studies, English or music, and adapt or modify it for a student who is blind or visually impaired. Include the following information. **Due July 7**

- a. targeted age range that this unit is adapted for;
- b. materials or equipment needed;
- c. age-appropriate activities to carry out learning;
- d. Evaluation methods used.

Technology Plan (100 points). Implementing the recommendations from the case study report requires many competencies in assistive technology (Smith, et. al, 2009). Students will be provided with a technology assessment of a student with visual impairments. For this assignment you will complete activities that will promote effective implementation of assistive technology. Working as a team, you will contribute to the implementation of the assistive technology recommendations addressed in the case study. **Due June 23**

Instructional Game (60 points). Students will select an area addressed in the Virginia SOL's for a 4th – 8th grade student (e.g. math, science, social studies) and develop a game appropriate for a blind child, a child with significant low vision, and children with typical vision. Four children will play the game (one who is blind, one with low vision, and 2 who are typically sighted). A typed lesson plan should accompany the game. In the lesson plan there should be directions for playing the game, a brief description of the children (e.g., visual condition, acuity if appropriate, reading medium, age) and an explanation of the educational objectives of the game. In addition, the game should explicitly incorporate at least one ECC skill area (e.g. social skills: turn taking, independent living skills>organizational skills: organizing instructional materials so that they can be easily accessed. Creativity in the development of the game and its use is part of the grading for this assignment. **Due June 16**

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 at GMU. 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 **(80 points)** at all sessions 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. Students will complete an in-class activity each week. Students who successfully complete 9-10 in-class activities will earn 30 points, students who successfully complete 8 in-class activities will earn 15 points, while students who complete between 0-7 in-class activities will receive 0 points. Students who miss a class will not have the opportunity to make up missed in-class assignments. Successful completion of Blackboard class activities will be tracked in the blackboard grade book. As a courtesy, please email me to let me know if you will not be in class.

GRADING SCALE

Grades will be assigned, using a point system:

	Points Possible
1. In-class participation	80
2. On-line activities/application	50
3. Technology Plan	100
4. Adapted Teaching Unit	60
5. Expanded Core Curriculum	100
6. Instructional Game	60
Total Possible Points	450

A – 450 - 405 points

B – 404 – 360 points

C – 359– 315 points

F – below 314 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: **Assistive Technology Plan**

Course Facilitators

Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, I will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also FAX in-class written tasks following class or early the next day to

me. When in class assignment forms or handouts are sent the day of the class, facilitators will need to download and copy them for class members.

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/>].