

Virginia Consortium for Teacher Preparation in Vision Impairment

Orientation and Mobility for Students with Visual Impairments Summer, 2012-UNDERGRADUATE SYLLABUS

Dates: Online via Blackboard: May 21st-July. 13th

Two required face-to-face weekends at the Virginia School for the Deaf and Blind

Friday 06/1:5-8 and Saturday 06/2: 8-4

Friday 7/6: 5-8 and Saturday 7/7: 8-4

Host University

George Mason University

Instructor: Holly Lawson

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Office hours: by appointment

Email

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Participating Universities

- GMU – EDSE 414 Orientation and Mobility for Students with Visual Impairments, section number is XS1 and 6V1
- JMU – EXED 433 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 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.

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

COURSE'S RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org> In the second column on the left, access link for "Professional Standards." On this page, to the right, there is a red book pdf document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standard that will be addressed in this class will be Standard 2 on Characteristics of Learners.

REQUIRED TEXTBOOK:

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

Pogrund, 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.

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

- ⇒ **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.

- ⇒ **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.

- ⇒ **Traveling Blind Paper (see description and rubric below)**

- ⇒ **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.

- ⇒ **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.

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 (2)	40
2. Participation in face-to-face meetings and activities (2)	80
3. On-line homework (4)	80
4. <i>Traveling Blind</i> paper	100
5. Practical exam	50

UNDERGRADUATE GRADING SCALE:

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C = 74-76%

C- = 70-73%

D = 60-69%

<60% = F

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. Late assignments will not be accepted.**
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.

PROPOSED SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Readings & Assignments
May 21- May 31	<ul style="list-style-type: none"> • Recorded Sessions • Review of Syllabus & Course Requirements • History of Orientation and Mobility, federal regulations • Professional roles in orientation and mobility • Body Image and Physical Development 	Early Focus, Ch. 9 & 10 Discussion #1 Homework #1 Ramsey et.al.
June 1 VSDB 5-8	<ul style="list-style-type: none"> • Practical skills: basic human guide technique, reversing directions, narrow passages, changing sides • Maps and route travel 	Early Focus, Ch. 9
June 2 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 	Early Focus, Ch. 3
June 4-8	<ul style="list-style-type: none"> • Orientation and mobility for preschoolers • Concept Development 	Early Focus, Ch. 4 Smith Homework #2
June 11-15	<ul style="list-style-type: none"> • Family & psychosocial aspects of orientation and mobility 	Early Focus, Ch. 2 Discussion #2
June 18-22	<ul style="list-style-type: none"> • Travel devices and cane travel 	Homework #3

June 25- July 29	<ul style="list-style-type: none"> • O&M for students with multiple disabilities 	<i>Traveling Blind</i> paper due Homework #4
July 6 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 7 VSDB 8-4	<ul style="list-style-type: none"> • Practical skills exam • Physical education • Practical skills: cane travel experience 	

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)

Orientation and Mobility for Students with Visual Impairments

Practical Skills Exam

July 7th 2012

Student:

Basic Human Guide Technique:

Skill #2 _____ :

Skill #3 _____ :

Other notes and comments:

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

In the event of severe weather in the Staunton area during scheduled face-to-face meetings, 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.

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; Outlines of PowerPoints will be available on Blackboard by noon of the class day or sooner.

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>

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/>].

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. <http://cehd.gmu.edu/values/>