

Virginia Consortium for Teacher Preparation in Vision Impairment

Teaching Methods for Students with Visual Impairments Summer, 2012

Thursdays, 4:00pm-10:00pm

Dates: 05/24/12-07/12/12

(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: hlawson2@gmu.edu

Participating Universities

- GMU – EDSE 613 Teaching Methods for Students with Visual Impairments, section number is XS1 and 6V1
- 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

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. Delivered online using synchronous videoconferencing and on-line using Blackboard.

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:

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.

LEARNER OUTCOMES:

This courses 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:

- Gibb, G. S., & Dyches, T. T. (2007). *Guide to Writing Quality Individualized Education Programs* (2nd ed.). Allyn & Bacon. ISBN: 0205495451
- 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. Wolfe, 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.

Wolfe, 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	Presenter	Readings & Assignments
May 24	<ul style="list-style-type: none"> Blackboard & Adobe Connect Review of Syllabus & Course Requirements Career and Transition Planning IEP Overview 		Found. Ch. 1 & 19 Gibb & Dyches, pp. 1-46, Ch 7 Trief, & Feeney McDonnall
On-line/AA	<ul style="list-style-type: none"> Methods for working with related services IRIS Module: Collaboration IEP Group Activity: PLOP 		
May 31	<ul style="list-style-type: none"> Programming for Infants, Toddlers and Preschoolers Task Analysis IEP PLOP Discussion 		Found. Ch. 5 & 7 Gibb & Dyches, Ch. 2 & 3
On-line/AA	<ul style="list-style-type: none"> Task analysis activity*** IEP Group Activity: Goals & Objectives 		
June 7	<ul style="list-style-type: none"> Culturally appropriate IEPs Assistive Technology Instruction IEP Goal Writing Discussion 		Found. Ch. 6 Presley & D'Andrea, Ch. 1-5 Chamberlain Milian Gibb & Dyches, Ch. 4
On-line/AA	<ul style="list-style-type: none"> On-line Group IEP Activity: LRE & Services 		
June 14	<ul style="list-style-type: none"> General Techniques for Modifying Instruction Strategies for Teaching Math and Science Instruction LRE & Services Discussion 		Found. Ch. 9, 10 Bardin & Lewis Beal & Rosenblum Gibb & Dyches, Ch. 5 & 6
On-	<ul style="list-style-type: none"> Science Image Description*** 		

line/AA	<ul style="list-style-type: none"> • IEP Group Activity: State Assessment & Accommodations 		
June 21	<ul style="list-style-type: none"> • Vocational Rehabilitation Services • Self-advocacy and Social Skills • Instructional Game Presentations 		Found. Ch. 17 Instructional Game with Lesson Plan Due
On-line/AA	<ul style="list-style-type: none"> • VDOE I'm determined • Looking Good Activity*** 		
June 28	<ul style="list-style-type: none"> • Strategies for Teaching Students With VI and Additional Disabilities 		Found. Ch. 20, Appendix D Transition IEP Due
On-line/AA	<ul style="list-style-type: none"> • Working with Families • IRIS Module: Families 		
July 5	<ul style="list-style-type: none"> • Accessing Large Print & Electronic Materials, AIM-VA • Art, Music, Recreational & Leisure 	Joyce Sharp, AIM-VA	Found. Ch. 8, 11 & 18 Adapted Teaching Unit Due
On-line/AA	<ul style="list-style-type: none"> • Art Beyond Sight Activity*** 		
July 12	<ul style="list-style-type: none"> • APH products • Caseloads, Scheduling, Teaming, Paraprofessionals 	Monica Turner, APH	Corn & Koenig; Koenig & Holbrook; Lewis & McKenzie 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

Class attendance and participation (80 points)

Participation in on-line/application activities. (40 points) There will be 4 online activities you will need to complete and submit for this course. Specific instructions and due dates will be provided on Blackboard. The activities are marked with *** in the syllabus.

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 21**

Transition IEP (60 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 Individualized 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. **Due June 28**

Adapted Teaching Unit (60 points). 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 5**

- 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.

Expanded Core Project (80). 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 12**

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	40
3. IEP and Transition Plan	80
4. Adapted Teaching Unit	60
5. Expanded Core Curriculum	80
6. Instructional Game	60
Total Possible Points	400

GRADUATE GRADING SCALE:

A = 95-100%

A- = 90-94%

B = 80-89%

C = 70-79%

F = 70% and below

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.

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 Fairfax area during synchronous meetings via video conferencing, 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>

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). Note: 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 (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless

this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

The **NCATE assignment(s)** for this class is: ***TRANSITION IEP***

Note: Please submit these items together as ONE pdf file into Taskstream.

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/>