Term Information

Effective Term: Summer 2016
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course number to 5000 level.

What is the rationale for the proposed change(s)?
We are requesting a number change to allow Early Childhood Education program to take courses along with their peers in the current licensure only and MED program in visual impairments. This will allow the option for Early Childhood Education licensure majors to obtain and additional licensure in visual impairments.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Moving the course numbers to a 5000 level will save the university financially. Currently the licensure only program is fully funded. The grant funds are used to pay for adjunct faculty to teach courses that Dr. Wild cannot teach due to a full teaching load. It is expected that once grant funding runs out Dr. Wild will reapply for additional funds. However it is also expected that the courses will be self-sustaining due to increased enrollment from this new program.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Previous Value: Graduate
Course Number/Catalog: 5525
Previous Value: 6501
Course Title: Curriculum and Instruction for Students with Visual Impairments and Multiple Disabilities
Transcript Abbreviation: Curriculum 6
Course Description: Introduces individuals to principles of curricular and instructional design for all children with visual impairments (K-12). Adaptations and modifications, especially for the general education curriculum, are emphasized.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered: 100% at a distance
Greater or equal to 50% at a distance
Grading Basis: Letter Grade
Repeatable: No
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 747 or 6501.

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1003

Subsidy Level
Doctoral Course

Intended Rank
Senior, Masters, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• Learn to conduct assessments for the visually impaired
• Learn to make modifications to general education curriculum
• Learn how to include children with multiple disabilities and visual impairment in the classroom

Content Topic List
• Multiple Disabilities
• Learning Media Assessment
• Science
• Math
• Reading
• Social Studies
• Modifications
• Assessments
• IDEA

Attachments

• 5525 Syllabus.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)
Comments

• Approved by UGSC 1/29/16 (by Mercerhill, Jessica Leigh on 02/02/2016 02:55 PM)

Workflow Information

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Description: This course introduces individuals to principles of curricular and instructional design for children with visual impairments with respect to licensure (preK-12). The emphasis is on selecting, developing, and adapting curricular and instructional units/themes/lessons so that they are appropriate for children within the licensure range. Adaptations and modifications, especially of the general education curriculum, are also discussed.

Course Objectives:
Students will demonstrate knowledge of:
- strategies for teaching handwriting to individuals with low vision.
- strategies for teaching Braille reading and writing.
- strategies for teaching signature writing to individuals who are blind.
- strategies for teaching listening and compensatory auditory skills.
- strategies for teaching typing and keyboarding skills.
- strategies for teaching technology skills to individuals with visual impairments.
- strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment.
- strategies for teaching basic concepts to individuals with visual impairments.
- strategies for teaching basic concepts to individuals with deafblindness and multiple impairments.
- strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.
- strategies for teaching organization and study skills to individuals with visual impairments.
- strategies to prepare individuals for structured pre-cane orientation and mobility assessment and instruction.
- strategies for teaching tactual perceptual skills to individuals with visual impairments.
- strategies for teaching human sexuality to individuals with visual impairments.
- strategies for teaching adapted physical and recreational skills to individuals with visual impairments.
• strategies for teaching social, daily living, and functional life skills to individuals with visual impairments.
• strategies for teaching career-vocational skills and providing vocational counseling for individuals with visual impairments.
• strategies for promoting self-advocacy in individuals with visual impairments.
• techniques for modifying instructional methods and materials for individuals with visual impairments.
• strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.
• roles of paraeducators who work directly with individuals with visual impairments
• role models with visual impairments and their importance.
• strategies for teaching alternatives to nonverbal communication
• relationships among assessment, individualized education plan development, and placement as they affect vision-related services.
• model programs for individuals with visual impairments.
• specialized terminology used in assessing individuals with visual impairments.
• ethical considerations, laws, and policies for assessment of individuals with visual impairments.
• specialized policies on referral and placement procedures for individuals with visual impairments.
• specialized procedures for screening, prereferral, referral, and identification of individuals with visual impairments.
• alternative assessment techniques for individuals with visual impairments.
• interpretation and application of scores from assessments of individuals with visual impairments.
• organizations and publications relevant to the field of visual impairment
• strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.
• services, networks, publications for and organizations of individuals with visual impairments.

Textbooks:
Foundations of Education, Volume II
Classroom Collaboration, Hudson, Perkins School for the Blind
**Additional Resources you may find helpful:**
Collaborative Assessment: Working with Students Who Are Blind or Visually Impaired, Including Those with Additional Disabilities
Teaching Students with Visual and Multiple Disabilities

**Week 1: Definitions of Disability and Legal Implications-Mrs. Cecelia Peirano**
**Read:** each of the following;
1) Summary of the ADA and Randolph Sheppard Act found on the NFB Website at www.nfb.org.
2) Summary of NIMAS regulations and range of estimates of severely visually impaired children at www.afb.org.
3) Summary of Quota system at www.aph.org.
4) Search the three previous websites nfb, afb, and aph for their legislative agendas for the years. This can be found by doing a search within each site.
5) Read a copy of Ohio’s Braille Bill.
6) If you are unfamiliar with NCLB or IDEA, please review the summaries found on the US Department of Education’s website at www.ed.gov.

**Discussion Board Question:** What changes in current law do you feel need to be made in order to help our students? Post your response on the Discussion Board. Read all of the postings of your classmates, and respond to at least two of the postings.

**Assignments:** Write a brief review of each of the following laws and regulations: ADA, Randolph Sheppard Act, NIMAS, Quota system, and Ohio’s Braille Bill, NCLB, IDEA (including Parts B and C) to complete the chart “Disability and Legal Implications Charts”.
**Website:** www.afb.org

**Week 2: Creating an Educational Team with Ms. Robin Finley**
**Read:** Foundations of Education, Vol. 2, Ch. 1.

**Discussion Board Questions:** In the vignette on pages 3-5 in the Foundations of Education book, do you feel that this was a successful meeting? Why or why not? What factors are important for a team to successfully meet the needs of students with a visual impairment?

**Assignment:** Imagine that you are a TVI and you have been asked to serve a new student, who is totally blind and reads Braille. As far as
you know, there have not been any other students with visual impairments in this school in recent history. Write a letter of introduction for yourself that you can give to the principal, classroom teacher and any other professionals and paraprofessionals with whom you will be working. Be sure to include specific information on your role in the education of this student.


**Week 3: Assessments for Evaluating Students with Visual Impairments with Mr. Brett Page**

**Read:** Foundations of Education, Vol. 2, Ch. 2,3
Collaborative Assessment: Working with Students Who Are Blind or Visually Impaired, Including Those with Additional Disabilities, Ch. 3,5.

**Watch:** Video “The Psychoeducational Assessment of Visually Impaired Persons”

**Discussion Board Question:** What guidelines should be followed to determine appropriate assessment techniques for students with visual impairments? What are the areas of assessment that should be considered when evaluating a student with visual impairments?

**Assignments:** As a part of a school-based evaluation team, you are being asked for “expert” opinions regarding what assessment areas should be included in a team evaluation plan for the student described in the attachment (John). Please describe what evaluation areas should be addressed as part of John’s team assessment. Please provide detailed reasons for your choices including what important information you (and your team) hope to gain from each assessment area. Think about the assessment from your perspective as a Certified Teacher of the Visually Impaired and from the perspective as a collaborative team member. Please incorporate information from the readings, video and website links into your completed assignment.

**Websites:**
Educating Blind and Visually Impaired Students: Policy Guidance from OSERS:
Pay particular attention to section B regarding evaluation. Good overview article.
The EA Rubric: Essential Assessments for Children Who Are Blind or Visually Impaired
[www.earubric.com/index.html](http://www.earubric.com/index.html)
Please thoroughly read all sections of this website. It is an absolute gem and I expect you to refer frequently to this website when completing your assignment (huge hint!).

Additional readings (to read sometime in the future but not necessary for week 2): Collaborative Assessment - Chapters 4, 6, 7, 8, 9, & 10

**Week 4: Assessments and Curriculum for Children with Multiple Disabilities – Resources - Mrs. Ann Pilewskie**

- This week you will be meeting with Ms. Ann Pilewskie at a face-to-face Saturday session meeting on this topic.

**Week 5: Expanded Core Curriculum/Modifying Instruction – with Ms. Robin Finley**

**Read:** Foundations of Education, Ch 5 and 6.

**Watch:** Video “Oh, I See”
- Power Point Welcoming Students with Visual Impairments to Your School, Overview.

**Discussion Board Questions:** Which is more important for a student with a visual impairment, the Core Curriculum or the Expanded Core Curriculum? Explain your answer.

**Assignment:** Do Ch. 5 activity p. 193 in Foundations of Education, but extend the activity to include what modifications would be needed in the classroom environment in general. For example, after observing the general education teacher, write down the parts of the lesson that would have to be modified for a student who is blind or has low vision. For the second part, look around the room and note what modifications would need to be made for a student who is blind or has low vision. Use the material in Ch. 5 to help you.


**Week 6: Literacy Needs – Ms. Cecelia Peirano**

**Read:** Foundations of Education, Vol. 2, Ch. 4, 8

**Watch:** Understanding Braille Literacy
- Discovering the Magic of Reading: Elizabeth’s Story

**Discussion Board:** Discuss the pros and cons of the different instructional approaches to teaching Braille reading and writing including the collaboration necessary with each approach.

**Assignment:** Develop a language arts lesson plan with both reading and writing activities. Include whether the student is a Braille or large print reader, changing to Braille, has additional disabilities, or is a second language learner. Show how different materials will be used in
the lesson and if adaptive equipment will be needed. Use the lesson plan outline as a guide.

Website: [http://www.pathstoliteracy.org/braille](http://www.pathstoliteracy.org/braille)

**Week 7: Physical Education and Leisure – Ms. Alison Brewer-Wood**

**Read:** Foundations of Education, Vol. 2, Ch. 12 (portion related to PE) and 18.

**Watch:** [Adaptive P.E. Games for Blind and Visually Impaired Students by Elina Mullen, Ed.D., of TBVI](#) for ideas for adaptations.

**Discussion Board Question:** What are the most valuable activities for children who are visually impaired/blind to learn in physical education? Is it more important to have body focused activities (gymnastics, wrestling, yoga, swimming etc.) or object oriented focus activities (baseball, basketball, volleyball etc.)? Which would better enhance the child’s social and emotional development?

**Assignment:** Select a physical activity, then attempt the physical activity blindfolded. The physical activity should be more than just one skill. How would the person participate in basketball, not just shooting baskets?

Create one page minimum cheat sheet for this physical activity. Make sure to include modifications and adaptations for equipment, rules and the physical skills (when necessary). How could these skills be used with friends, teachers and family members? Blindfold a friend or family member and teach them the same skill. Find a resource for equipment and a resource for participating in the activity (information about rules for VI or a group that supports this activity). Make sure to address all areas.

Write a reflection on the experience of being blindfolded while performing the physical activity and the experience of teaching it to someone who is blindfolded.

Only one person per activity, so post your activity choice on the discussion board for this week as soon as you’ve selected one.
It is advised you start by selecting an activity that would align with a state standard/objective and could be assessed. Reference the National Physical Education Standards adopted by Ohio located at the Ohio Department of Education website. Each standard has two benchmarks and several objectives and it is advised you start by selecting objectives and assessments before lesson planning. ODE Physical Education Standards

**Week 8: Math Skills – Ms. Cecelia Peirano**

**Read:** Foundations of Education, Vol. 2, Ch. 10

Excerpt from Strategies for Developing Mathematics Skills in Students Who Use Braille.

**Watch:** Preparing Tactile Adaptations for Math and Science

**Discussion Board:** Because many aspects of math are visual in nature, discuss the ways you can help students move from the concrete to the abstract in their basic understanding of math skills.

**Assignment:** Select a math standard from the Ohio Content Standards and prepare a lesson plan that shows what adaptations might need to be made to make the lesson meaningful for a student with a visual impairment. Use the lesson plan outline as a guide.

**Website:** [http://www.tsbvi.edu/math/](http://www.tsbvi.edu/math/)

**Week 9: Career Education – Ms. Kim Picard**

**Read:** Foundations of Education, Vol. 2, Ch. 19

**Discussion Board Question:** Why is career education for the blind and visually impaired important? What are some strategies for teaching our students about career exploration and employment? What is the relationship between self-advocacy and employment?

**Assignment:** Visit the link below to access Session 1: Lifelong Learning in Career Education by Dr. Karen Wolffe. Follow the links to watch the video, listen to the audio, or read the transcript. Drawing from your assigned reading and the web presentation, write a detailed paper addressing the career education model and your role as a TVI in it. Please include activities you would have your students participate in at elementary, middle and high school levels related to career awareness and education. Use APA style to credit any citations used.

[http://www.afb.org/Section.asp?SectionID=7&TopicID=405](http://www.afb.org/Section.asp?SectionID=7&TopicID=405)

**Website:** [http://www.afb.org/Section.asp?SectionID=7](http://www.afb.org/Section.asp?SectionID=7)

**Week 10: Social Studies and Science – Ms. Karen Koehler**

**Read:** Foundations of Education, Vol. 2, Ch. 9,

**Watch:** Power Point presentation

Video: Using Adaptations for Math and Science
Discussion board questions: Why is it important for visually impaired and blind students to have access to the same Science and Social Studies curriculum as their sighted peers? If you were the VI teacher at a school with a Chemistry teacher who was very resistant to having a blind student in her classroom, how would you deal with the situation and alleviate her concerns?

Assignments: Write a lesson plan on a Social Studies concept that includes a graph, diagram or illustration and prepare a tactile version of the graph, diagram or illustration for a student who is blind. Be sure to use the proper lesson plan format.


Website: TAASC.org

Week 11: Human Sexuality—Ms. Alison Brewer-Wood


Council for Exceptional Children’s Division on Visual Impairments http://dvi.uberflip.com/i/258820

Discussion Board Question: The author of your text, on page 456, suggests that the student with a visual impairment be pulled out of a class when exploring tactiley the models of male and female reproductive systems. Would you agree with this recommendation or try to keep the student with the general health classroom? Please see the article by Krupa.

Assignment: Design a 45 minute lesson plan for health education illustrating modifications of classroom materials, procedures and assessments suitable for children who are VI/blind. The lesson should be age appropriate during class with his/her peers. Conclude the lesson by using the assessment criteria.

Reference the National Health Education Standards, that I hope Ohio adopts and National Sexuality Education Standards.

Website: Association for Education and Rehabilitation of the Blind and Visually Impaired. http://www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=1
Week 12: Social Skills, Independent Living Ms. Sheryl Fraley

**Read:** Foundations of Education, Vol. 2, Ch. 16, 17

Read: [www.tsbvi.edu/recc](http://www.tsbvi.edu/recc)

Select Independent Living and Web links. Find the article Academics are Not Enough: Incorporating Life Skills in the Curriculum for Children with Visual Impairments by Rosen

[www.tsbvi.edu/recc](http://www.tsbvi.edu/recc) Locate the link for Independent Living: A Curriculum with Adaptations for Students with Visual

**Discussion Board Question:** Life skills are part of the expanded core curriculum, yet this is an area that is often not directly addressed in many school settings. React to the Rosen article and brainstorm creative ways that a TVI or classroom teacher might provide instruction for life skills within the classroom setting for students in grades K-12

**Assignment:** Review the Student Profile for Independent Living Skills found in the Table of Contents on Carmen. Based on the results of the Life Skills evaluation in the profile, write an appropriate life skills IEP goal with related objectives for the student. State who will teach the skill, when and where it can be taught, and how progress will be evaluated. Attach a task analysis for teaching the practical skill that your goal addresses. (For example, if your goal is to teach the student to tie a shoe, write a step-by-step analysis of how you will teach that skill.)

**Website:** [www.tsbvi.edu/recc](http://www.tsbvi.edu/recc) comment specifically on the resources for social skills, independent living, and self-determination

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Week 13: Students with Visual Impairments and Additional Disabilities- Ms. Colleen Heath

**Read:** Foundations of Education, Vol. 2, Ch. 20

**Discussion Board:** One of the issues that affects many of our VI/MD students’ ability to access the curriculum and fully participate in instructional activities is an atypical response to stimuli/sensory input. Discuss how this might impact your instructional planning for both the extended academic content standards and activities of daily living.

**Assignment:** Review table 20.1 in the textbook. Using this as a reference, you will create a Discrepancy Analysis for an activity of daily living.

1. Select an activity of daily living.
2. Develop a task analysis of that activity for Persons without Disabilities.
3. Simulate a Student’s Performance of Task by observing a friend or family member performing the task while blindfolded and wearing a sock or oven mitt on their dominant hand. Determine in which steps
there are discrepancies and specify how these steps will be adapted or taught.

**Website:** [www.texasautism.com](http://www.texasautism.com)

**Week 14: Deafblindness - Mrs. Bernadette Van Den Tillaart**

**Research:** Refer to the definition of ‘Deafblindness’ from the Ohio Department of Education (ODE):

Review also in this same link how ‘Deafblindness’ is distinguished from ODE’s definition of ‘Multiple Disabilities’, with regard to eligibility in the ETR.

**Read:** The articles ‘Overview on Deafblindness’.
[https://nationaldb.org/library/page/1934](https://nationaldb.org/library/page/1934), ‘Tactile Learning Strategies for Children who are Deaf-Blind: Concerns and Considerations from Project Salute:
[http://www.projectsalute.net/Learned/Learnedhtml/TactileLearningStrategies.html](http://www.projectsalute.net/Learned/Learnedhtml/TactileLearningStrategies.html)

and ‘Documenting instructional considerations for the student with deaf-blindness.’:
[https://www.tsbvi.edu/.../1746_AppIDBInstructional-Modifications.doc](https://www.tsbvi.edu/.../1746_AppIDBInstructional-Modifications.doc)

**Discussion Board:** 1. What seems to you the most prevalent needs of students with deafblindness in education? 2. Name one or two strategies you would remember to apply when encountering a student with deafblindness in your work, and describe why. Respond to at least two postings of your classmates.

**Assignment:** Prepare a lesson plan for a student with deafblindness. The lesson is about a concept concerning animals, addressing a science standard from the Ohio Content Standards. The student is in an elementary classroom with regular science books and a white board. His visual field reduction includes central vision loss and he has a profound hearing loss. His family’s everyday language is American Sign Language and the student does not speak or understand speech. He reads at second grade level. Include environmental/ material modifications and instructional strategies to make the lesson meaningful and to prepare the student for the assignment.

**Website:** [http://nationaldb.org](http://nationaldb.org)
Final Exam: Update your portfolio. Write a five page paper on educational best practices on one area discussed in this course. Your topic can be from the expanded or core curriculums.

Assignments:
1. Discussion Board—Participation will be monitored each week. You must post a reaction to the questions asked by Wed. (6 pts./wk.) and also, respond twice to someone else’s posting (4 pts./wk.). (130 pts. total)
2. Review of websites—Review each of the websites outlined in the syllabus. Write 3-4 sentences about each website (5 pts./wk.). (65 pts. total)
3. Weekly Assignments—Follow the instructions given on the syllabus each week. (50 pts./wk.) (650 pts. Total)
4. Portfolio—All assignments must be added to the portfolio in an organized manner by the final week of the quarter. (50 pts.)
5. Final Paper on Teaching Techniques. (100 pts.)

Grading Scale:
A 93-100%
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 60-66
E 59% or less

Policy Regarding Late Papers:
Late papers will only be accepted up to three days late as outlined on the assignment rubric. Any papers received after the three day deadline will not be graded and the student will receive a zero for the assignment. Each day an assignment is late, one letter grade will be deducted. In case of an emergency, contact your instructor and an alternative deadline will be established.

Student Conduct:
Students are expected to fully participate in all class assignments and papers.

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct [here](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Intellectual Property/Audio and Video Recording** – Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**ODS Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292- 0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [here](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** – According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance
concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union. "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department."

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Technology – This course requires students to have access to Carmen and a suitable computer for this purpose. All documents created in this course can be used in the student’s electronic portfolio.

CEC Standards:

Standard 2: Development and Characteristics of learners

- Development of secondary senses when vision is impaired.

Standard 3: Individual learning differences

- Attitudes and actions of teachers that affect the behaviors of individuals with visual impairments

Standard 4: Instructional strategies

Knowledge:

- Strategies for teaching handwriting to individuals with low vision.
- Strategies for teaching Braille reading and writing.
- Strategies for teaching signature writing to individuals who are blind.
• Strategies for teaching listening and compensatory auditory skills.
• Strategies for teaching typing and keyboarding skills.
• Strategies for teaching technology skills to individuals with visual impairments.
• Strategies for teaching use of the abacus, talking calculator, tactile graphics, and adapted science equipment.
• Strategies for teaching basic concepts to individuals with visual impairments.
• Strategies for teaching visual efficiency skills and use of print adaptations, optical devices, and non-optical devices.
• Strategies for teaching organization and study skills to individuals with visual impairments.
• Strategies to prepare individuals for structured pre-cane orientation and mobility assessment and instruction.
• Strategies for teaching tactual perceptual skills to individuals with visual impairments.
• Strategies for teaching human sexuality to individuals with visual impairments.
• Strategies for teaching adapted physical and recreational skills to individuals with visual impairments.
• Strategies for teaching social, daily living, and functional life skills to individuals with visual impairments.
• Strategies for teaching career-vocational skills and providing vocational counseling for individuals with visual impairments.
• Strategies for promoting self-advocacy in individuals with visual impairments.
• Techniques for modifying instructional methods and materials for individuals with visual impairments.
• Strategies to prepare students with progressive eye conditions to achieve a positive transition to alternative skills.

**Standard 5: Learning environments/social interactions**

• Roles of paraeducators who work directly with individuals with visual impairments
• Role models with visual impairments and their importance.

**Standard 6: Language**

• Strategies for teaching alternatives to nonverbal communication

**Standard 7: Instructional planning**
• Relationships among assessment, individualized education plan development, and placement as they affect vision-related services.
• Model programs for individuals with visual impairments.

**Standard 8: Assessment**

• Specialized terminology used in assessing individuals with visual impairments.
• Ethical considerations, laws, and policies for assessment of individuals with visual impairments.
• Specialized policies on referral and placement procedures for individuals with visual impairments.
• Specialized procedures for screening, prereferral, referral, and identification of individuals with visual impairments.
• Alternative assessment techniques for individuals with visual impairments.
• Interpretation and application of scores from assessments of individuals with visual impairments.

**Standard 9: Professional and ethical practice**

• Organizations and publications relevant to the field of visual impairment

**Standard 10: Collaboration**

• Strategies for assisting families and other team members in planning appropriate transitions for individuals with visual impairments.
• Services, networks, publications for and organizations of individuals with visual impairments.