

# THE ART AND SCIENCE OF TEACHING ORIENTATION AND MOBILITY TO PERSONS WITH VISUAL IMPAIRMENTS pdf

## 1: Orientation and Mobility Specialist

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Children typically learn skills and concepts required for independent movement through incidental visual observation; however, children with visual impairments require support to acquire these vital skills. IDEA mandates that each state educational agency SEA establish and maintain qualifications to ensure that personnel have adequate knowledge, skills, preparation, and training to serve children with disabilities 34 CFR

The assessment process typically involves a review of records; interviews with students, family members, and other professionals; selection of age-appropriate assessment tools; use of planned routes and activities designed to assess performance in multiple domains; and observations of students in natural, everyday settings Bina et al. After receiving a medical diagnosis of a visual impairment, early intervention services need to be provided in a timely fashion Huebner et al. Furthermore, community experiences are an evidence-based predictor of post-school employment for students with disabilities Test et al. Assessments should include observations of students performing everyday tasks in indoor and outdoor environments Bina et al. Federal legislation calls for children to be taught by highly qualified personnel. Either or both of the above may be required for employment within a local public school system. Teaching orientation and mobility to students with cognitive impairments and vision loss. Foundations of orientation and mobility: Administration, assessment, and program planning for orientation and mobility services. Improving orientation for students with vision loss. Orientation and mobility skills of secondary school students with visual impairments. National Center for Special Education Research. A family program in orientation and mobility. Region 4 Education Service Center. An investigation into the mobility and independence needs of children with visual impairment. The delivery of the mobility and independence curriculum. British Journal of Visual Impairment, 21 2 , Teaching orientation and mobility to school-age children. How physical education is different from orientation and mobility. General physical education curriculum for students with sensory deficits. A three-phase study of dual-certified vision education professionals in the Southwest. Instructional strategies for teaching children and youths with visual impairments: The core curriculum for blind and visually impaired students, including those with additional disabilities. Orientation and mobility techniques: A guide for the practitioner. The national agenda for the education of children and youths with visual impairments, including those with multiple disabilities--Revised. The art and science of teaching orientation and mobility to persons with visual impairments 2nd ed. Improving perception for orientation and mobility. Mobility and independence training for the early years child. Early Child Development and Care, 8 , Predictors of employment for youths with visual impairments: Findings from the second National Longitudinal Transition Study. The role of specialized schools for students with visual impairments in the continuum of placement options: The right help, at the right time, in the right place. Occupational therapy, physical therapy, and orientation and mobility services in public schools. Intervention in School and Clinic, 39 4 , The development of a mobility and independence curriculum framework. British Journal of Visual Impairment, 21 1 , Educating blind and visually impaired students; Policy guidance. Federal Register, 65 , pp. The Expanded Core Curriculum: Where we have been, where we are going, and how we can get there. Instructional strategies for educating students who have visual impairments with severe disabilities. Educating students who have visual impairments with other disabilities pp. Separated by a driveway: Collaboration between two state specialized schools to assess students with deafblindness. Teaching students with visual and multiple disabilities: Texas School for the Blind and Visually Impaired. Adaptive technology for orientation and mobility. Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. Career Development for Exceptional Individuals, 32, " Issues in the educational, psychological assessment of visually impaired children: British Journal of Visual Impairment, 29 3 ,

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Michigan Severity Rating Scales: Orientation and mobility instructional content for children and youths: The history and progression of the profession of orientation and mobility. Instruction in areas of the Expanded Core Curriculum linked to transition outcomes for students with visual impairments.

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