


## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Surrey	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD36
<b>Developed by:</b> Charlene Haugen, Kelly Van Dyk, Adam Wilton	<b>Date Developed:</b> April 2, 2018
<b>School Name:</b> Education Services	<b>Principal's Name:</b> Dr. Michelle Schmidt
<b>Superintendent Approval Date (for School Districts only):</b> April 6, 2018	<b>Superintendent Signature (for School Districts only)</b> 
<b>Board/Authority Approval Date:</b> June 20, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Orientation & Mobility 11	<b>Grade Level of Course</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Special Training, Facilities or Equipment Required:

This course must be taught by an Orientation and Mobility specialist who is proficient in teaching the skills, knowledge, and techniques to facilitate safer and more effective travel for individuals with visual impairments.

The British Columbia Ministry of Education requires that the Orientation and Mobility specialist meet the standards established by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER), which require:

- Master Degree in Orientation and Mobility; or
- Completion of post-graduate studies in Orientation and Mobility, which include at least 300 hours of supervised practice in orientation and mobility involving individuals with a variety of visual impairments.

**Course Synopsis:**

Orientation and Mobility 11 is designed for students who have low vision or who are blind and who require instruction in O & M skills and techniques to achieve the highest level of independent travel that is possible given the student's individual capacity. As students' progress through the course they will develop the skills, knowledge, confidence and motivation required to travel independently, safely, efficiently and gracefully in many familiar and unfamiliar indoor environments and in some outdoor, residential area environments. Students will develop an awareness of the responsibilities involved in travelling independently and will exhibit an appreciation of and an enthusiasm for the importance of O & M techniques and mobility as well as orientation devices. As students advance through the course, they will begin to advocate more effectively for their O & M needs and will begin taking the steps needed to explore new environments independently making appropriate decisions about how to travel safely and efficiently.

**Goals and Rationale:**

Orientation and Mobility, often referred to as O & M, refers to age-appropriate and ongoing instruction in the skills, techniques and knowledge required for individuals who are visually impaired to travel safely, efficiently, gracefully and with as much independence as possible in a variety of environments.

"Orientation" refers to the ability to know where you are and where you want to go, whether you're moving from one room to another or walking downtown for a shopping trip.

"Mobility" refers to the ability to move safely, efficiently, and effectively from one place to another, such as being able to walk without tripping or falling, cross streets, and use public transportation.

Independent, safe, efficient and graceful travelers have well-developed orientation and mobility skills, as well as the confidence and motivation to apply their skills to travel in a variety of environments. To become independent travelers, students who are visually impaired require direct instruction in O & M techniques and concepts. Through varied and extensive opportunities to develop and experiment with the use of these skills, students work towards the goal of becoming skilled travelers, enabling them to participate more fully in their school and community lives.

## **Aboriginal Worldviews and Perspectives:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Students with visual impairments acquire O & M knowledge and skills so that they may travel in an increasingly safer, effective, and graceful manner. For these learners, an effective O & M skillset supports physical health and wellbeing, and promotes access to a broader range of opportunities for interactions in the community.
- Learning involves patience and time.
- O & M programming requires a highly personalized approach to learning and is only effective when grounded in authentic environments that are meaningful to the learner. O & M concepts develop over time in a manner that mirrors the individual learner's requirements for independent travel with the instructor gradually shifting the responsibility for safer and more effective travel from others (e.g., parents, teachers) to the student.
- Learning requires exploration of one's identity.
- Over the course of an O & M program, the student will reflect on their own strengths and challenges and through accurate self-knowledge will match their current O & M skillset to the travel demands in their daily lives.
- Learning is embedded in memory, history and story.
- Changes in the physical environment impact all learners. However, students with visual impairments must interact directly with these changes as they navigate the environment. Therefore, a keen sense of history and memory for what came before is critical to the O & M skillset.

**BIG IDEAS**

<p>Mobility/Identification canes techniques and knowledge of when to use each are important for independent travel in commercial environments</p>	<p>Information from our senses support movement and exploration of objects in commercial environments</p>	<p>Representation of travel environments and the spatial relationships therein is an essential skill.</p>	<p>Development of travel techniques is an ongoing process and increasing in complexity in commercial environments</p>	<p>Communication and personal safety is essential for travel in commercial environments</p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Concept Development in Residential and Light Commercial Areas</b></p> <ul style="list-style-type: none"> <li>• Complete an analysis of intersections located in residential and semi-business areas</li> <li>• Continue to develop skills for the accurate judgement of time/distance and sound/distance relationships</li> <li>• Apply positional and relationship concepts using an allocentric frame of reference</li> <li>• Demonstrate an understanding of concepts associated with roads, intersections, and traffic and safety signage.</li> <li>• Demonstrate an understanding of concepts of topography as they relate to the travel environment.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Concept Development in Residential and Light Commercial Areas</b></p> <ul style="list-style-type: none"> <li>• Time/distance and sound/distance relationships</li> <li>• Features of roads and intersections in residential and light commercial areas (e.g., crown/camber of road, safety island, traffic lanes)</li> <li>• Features associated with larger geographical settings (e.g., city, business district, residential district, grid and address systems)</li> <li>• Vehicular and pedestrian traffic patterns (e.g., traffic surge, revving motor, traffic jam, pedestrian, crowd, crowd surge, right of way)</li> <li>• Concepts of topography (e.g., seam, joint perimeter, ridge, incline, decline, kitty corner, point, reference point, focal point, arc)</li> <li>• Concepts of temperature (e.g., centigrade, humid, muggy, cold, hot)</li> </ul> <p><b>Orientation and Mapping in Residential and Light Commercial Areas</b></p> <ul style="list-style-type: none"> <li>• Orientation to residential or light commercial areas through the use of landmarks, environmental cues, maps, compasses, cardinal directions and soliciting aid</li> <li>• Locate a specific address in a residential or light commercial area by understanding patterns and exceptions of numbering systems, and establishing a focal point such as a street or building</li> </ul>

### **Sensory Development in Residential and Light Commercial Areas**

- Employ a variety of tools (e.g., monocular) and devices and accurately match tools or devices to the requirements of a particular O & M task or situation.
- Locate and read business signage, locate and read addresses and street signs using the monocular
- Use the monocular for intersection analysis
- Use the monocular for traffic and pedestrian light changes
- Demonstrate an ability to gather and integrate input from multiple sensory channels in an analysis of an O & M task or situation (e.g., when setting alignment prior to initiating a street crossing).
- Use reflected sounds to describe features of objects in the travel environment Interpret sensory information and use it for purposeful movement (e.g., height, density)
- Use different sensory systems to generate a representation of space and to navigate
- Use human guide on new routes to isolate sensory information and select what is useful for the task
- Maintain a straight line of travel to establish kinesthetic awareness of the distance travelled
- Recognize street crossing veers kinesthetically (e.g., feel that they have travelled too far for a standard street crossing)

- Map skills in a residential or light commercial area (e.g., locate north indicator, use a legend for interpretation, tactually travels a route on a map pointing out symbols and landmarks, estimates distance using concepts of scale)

### **Travel Techniques in Residential and Light Commercial Areas**

- Give instruction to a sighted guide and use the correct sighted guide technique when travelling in the community.
- Demonstrate understanding of concepts related to general street crossings in both residential and light commercial areas
- Travel safely, and with minimal support, in unfamiliar residential and light commercial areas.
- Understand and demonstrate ability to assess and cross streets with no traffic controls.
- Understand and demonstrate concepts of timing methods for assessing the detection of vehicles.
- Determining gaps in approaching traffic.
- Procedures to develop judgement of the detection of traffic.
- Abilities to scan (auditorily and / or visually) for cars.
- Demonstrate understand of street crossings where there are no stop signs or traffic signal. Knowledge of parallel alignment, perpendicular alignment, maintaining line of direction, auditory parallel or perpendicular alignment with traffic sounds, crossing streets and recovery from veers
- Demonstration of understanding of situations of uncertainty for gap judgement, and other skills and concepts, needed for crossings with no traffic signal or stop sign.
- Transfer of cane skills (diagonal, two-point touch, touch-and-slide, constant contact, trailing with the touch technique, three-point touch, touch and drag) to residential and light commercial areas
- Knows how to anticipate environmental hazards and uses appropriate protective or cane technique (e.g., diagonal and touch techniques, trailing, touch and drag)
- Travel safely and independently in residential neighbourhoods and light commercial areas.
- With supervision, travel safely in light commercial areas
- Travel safely in adverse weather conditions.
- Travel a familiar route safely at night.

- Use motor and sensory information along with the layout and structure of the travel environments to establish meaningful and directed movement (locate destinations, find intersecting paths of travel)
- Use the long white cane to identify changes in texture or density of surfaces, changes in level of the surface plane, and objects in the path of travel

### **Orientation and Mapping in Residential and Light Commercial Areas**

- Begin to use of compass directions with increasing independence
- Use the sun to establish which direction traveler is facing
- Use simple residential address systems for orientation purposes
- Increase use of enlarged, high-contrast maps
- Establish the integration of visual skills for cognitive mapping and spatial updating for route travel
- Expand visual identification of landmarks for residential and light commercial areas
- Locate a specific destination in a residential or semi-business area by address
- Use a variety of tangible representations of travel environments (e.g., tactile map) to develop an accurate understanding of the spatial relationships of landmarks therein
- Use a variety of environmental cues (e.g., flow of pedestrian traffic) to

### **Public Transportation. Needed Skills and Concepts:**

- Introduction to, and understanding of systems of public transportation, money management, mapping and route, “on-time”, emergency back-up planning and self-advocacy skills
- Public transportation with supervision (e.g., access bus schedule information, locate correct bus stop, indicate and confirm destination with the driver, board safely, establish and maintain orientation at drop-off points)
- Knowledge of online tools and apps for public transportation (trip planning)
- Route planning skills such as making phone calls to businesses, bus companies, use of video magnifier with print maps and GPS, online and mobile technology for route mapping.
- Knowledge of taxi services (acquires and records information specific to a taxi trip, indicates and confirms destination with driver, pays the fare, establishes and maintains orientation at drop-off point)
- Intersection analysis such as shape or geometry of intersection, traffic controls, traffic patterns, visibility
- Intersection analysis at unfamiliar crossings for the traveler with low vision
- Intersection analysis at familiar crossings for the traveler with low vision
- Intersection analysis at unfamiliar crossings for the traveler with low vision
- Intersection analysis at familiar crossings for the traveler with low vision.

### **Orientation skills and concepts needed in residential and light commercial areas:**

- Knowledge of landmarks for reference on familiar routes in residential or light commercial areas
- Knowledge of numbering systems.
- Elements of the channelized right-turn lanes that affect safety (type of traffic controls, number of right-turn-driving lanes, radius of the turn, deceleration lane, acceleration lane, crosswalk position, detectability of the right-turn island, size of the right-turn island, visibility factors)
- Understand signalized intersections
- Street crossing timings for uncontrolled, stop-controlled and signalized crossings (all clear, near parallel vehicle, near parallel surge)
- Safe timing to cross an uncontrolled street
- Safe timing to cross a stop controlled street
- Safe timing to cross a signalized street

establish orientation and as an aid to maintaining a straight line of travel

- Create maps and models to execute travel routes with increasing independence and to promote problem solving in both the planning stage and while on route
- Identify landmarks and use those landmarks to establish and re-establish orientation

### **Travel Techniques in Residential and Light Commercial Areas**

- Demonstrate correct human guide technique
- Demonstrate (where applicable) the proficient use of a variety of cane techniques and accurately match a cane technique to the requirements of a particular O & M task or situation
- Demonstrate effective techniques for establishing and re-establishing alignment in both indoor and outdoor travel environments
- Plan and execute routes using public transit to unfamiliar destinations with supervision
- Describe advanced intersection and roadway features and configurations (e.g., channelized turn lanes, roundabouts) and identify strategies for effective travel through each
- Demonstrate proficient use of techniques for evaluating gaps in traffic and timing methods to assess the speed and distance of approaching vehicles.

- Visual and auditory scanning (low vision) and auditory scanning (functionally blind) to monitor traffic before and during the crossing, adjusting pace and line of travel as needed)
- Reducing the risk at street crossings (recognize and understand the inherent risk of street crossings, develop and use safe street crossing skills, make conservative decisions, modify the crossing to improve safety)

### **Communication, Personal Safety, and Advocacy in Residential and Light Commercial Areas**

- Communication methods and when to use different forms
- Demonstrate appropriate interactions with the public
- Demonstrate more complex personal safety rules
- Communicate with the public regarding the use of dog guides or low vision devices
- The Surrey Engineering Department phone number (604-598-7915) and location
- First Peoples perspectives connecting travel and culture
- TransLink Trip Planning phone number, web page and app
- Flashlight or night vision device to enhance vision at night
- Light adaptation wait times, if applicable and use of a guide or folding cane while travelling at night or in low light conditions
- Wear appropriate clothing to be visible at night
- Use appropriate cane techniques for low light conditions (may use an identification cane during the day and protective cane techniques for night travel)
- Flagging technique (move cane back and forth in an arc pattern with the tip down before stepping off the curb when crossing a street to give more warning of one's intention to cross)
- The eye condition and its implications for travel
- Appropriate language when interacting with the public
- Knowledge of transit information and directions for travel
- Knowledge of how to solicit information from appropriate sources
- Knowledge of CNIB card qualifications, Handy Dart and Handy Card programs, Taxi Saver coupons through Handy Dart
- Knowledge of the TransLink VIP system
- Transit Police phone number (604-515-8300 or text 87.77.77) for non-emergencies or call 911 for emergencies
- Request a stop between two regular bus stops between 9 P.M. and 5 A.M.

**Communication, Personal Safety, and Advocacy in Residential and Light Commercial Areas**

- Use effective questioning and research skills to elicit route and destination information by in-person conversation, via the telephone, and online searching.
- Effectively communicate with a municipal government agency to advocate for the remediation of some obstacle to safer and more effective travel in the community.
- Recognize First Peoples perspectives and knowledge to gain understanding of the local community.
- Demonstrate effective flagging techniques to communicate intent to motorists, cyclists, and other pedestrians.
- Understand and apply strategies for personal safety while travelling at night and in low light conditions, using public transit, and when travelling independently in familiar and unfamiliar locations.
- Describe their visual condition in detail and connect eye pathology to impacts on the use of functional vision.

- Knowledge of Sea Bus emergency procedures
- Knowledge that SkyTrain vehicles and stations are monitored and managed during all hours of operation by SkyTrain customer service staff and security personnel
- Knowledge of the on-train Passenger Silent Alarm (yellow strip above every window, which allows passengers to silently alert SkyTrain control operator in the event of a security concern so help can be sent right away)
- Knowledge of the on-train Speakerphone (located inside each car near the doors. Speakerphones provide two-way voice communication with SkyTrain control operators for urgent assistance)
- Knowledge of the in-station designated waiting areas on all platforms. (These areas have enhanced lighting, red emergency telephones and a bench, and are monitored by closed-circuit television)
- Knowledge of the in-station emergency cabinets (located on SkyTrain platforms are equipped with a red emergency telephone, fire extinguisher and emergency train stop buttons)
- Knowledge of closed-circuit TV monitors on platforms, elevators, escalators and ticket concourse areas. (provides effective station surveillance and the opportunity to record suspicious activity and to respond to emergencies)
- Knowledge that SkyTrain attendants' responsibilities include providing customer care, level 1 first aid and emergency response, troubleshooting train and station operations, performing fare inspections

## Big Ideas – Elaborations

### **The importance of establishing a foundation of basic concepts in spatial cognition, body and environmental concepts is fundamental to orientation and mobility.**

- The depth of understanding of the student's surroundings contributes to the development of the student's O & M skillset.
- Effective spatial cognition supported by accurate and meaningful concepts of the self in relation to the environment undergird more advanced O & M skills and techniques.
- The development of increasingly elaborate environmental concepts is required as students travel in more complex and unfamiliar environments across time.

### **Information from our senses support movement and exploration of objects and the environment.**

- Continual skill development in the use of tools and devices that extend and accentuate sensory access to the environment is required for travel with greater independence.
- Systematic evaluation and integration of sensory information supports the development of advanced O & M concepts.
- A multisensory approach to planning, analyzing, and executing route travel is most effective when students are able to maximize input through available sensory channels (e.g., visual, vestibular).

### **Representation of travel environments and the spatial relationships therein is an essential skill.**

- Cognitive mapping/spatial updating are supported through the use of human guide, maps, models, tactile diagrams, and other manipulatives as students tangibly represent travel environments.
- Tangible representations (e.g., maps) provide students with an important means of accessing spatial relationships between landmarks and objects in familiar and unfamiliar areas.
- The ability to produce one's own tangible representations (e.g., models) is an essential skill for students as they assume greater independence for learning to navigate more complex and unfamiliar travel environments.

### **Development of travel techniques is an ongoing process.**

- O & M skills and techniques require consistent updating and elaboration as the student moves into more complex and unfamiliar travel environments across the lifespan.
- The student should maintain an ongoing motivation to refine his or her O & M skillset as all environments, including those that are most familiar, will change over time (e.g., the introduction of quiet hybrid or electric vehicles).
- New O & M techniques and technology are under continual development and the student should be an active and critical consumer of each.

### **Communication and personal safety are essential for travel in the community.**

- Accurate self-knowledge of the implications of visual impairment for safe and effective travel in the community supports greater self-determination in the application of the O & M skillset.

- Strategies for effective self-advocacy are required for increasingly independent travel across home, school, and community settings.
- Active problem solving and self-reflection promote the student's capacity to independently and critically evaluate the effectiveness of their own O & M skillset.

### Curricular Competencies – Elaborations

- **Orientation and Mobility (O & M)** - The professional field dealing with systematic techniques by which individuals who are blind, deafblind or who have low vision, orient themselves to home, school, and community environments and move about independently.
- **Orientation and Mobility Specialist** - A professional who specializes in teaching travel skills to individuals who are blind, deafblind or low vision in the home, school and community environments, including use of sensory and cognitive skills, specialized cane techniques, adaptive skills, specialized cane techniques, adaptive and mainstream technology, and travel with guides.
- **Kinesthetic awareness**: Knowledge of the movement and position of body. Sensory experience derived from human movement.
- **Cognitive mapping** - The ability to develop a mental representation or image of a physical space, specific location, geographic area, or travel route.
- **Spatial updating**- The ability to keep track of spatial relationships while moving to accurately know one's current location and the changing location of relevant objects in the environment, adjusting the travel path as needed.
- **Environmental awareness** - Being alert to the clues and cues which may be found in an area or situation. The selective association of existing pertinent information.
- **Commercial** - A section of community that includes commercial property such as office buildings, retail stores, shopping centers, medical centers, and hotels that typically has high traffic volume and is used in the later stages of outdoor orientation and mobility.
- **Human guide** - A method by which a person with a visual impairment can walk safely and comfortably in contact with another person.
- **Cane techniques** - a range of cane movements to ensure coverage of body and safe movement throughout the environment.

- **Alignment** - methods of aligning the body in a parallel relationship to the street in order to facilitate straight-line crossings.
- **Intersection analysis** - a process by which an individual examines intersection geometry, traffic volume and speeds, traffic controls and movement patterns, and visibility, in preparation from making a crossing.
- **Landmarks** - An environmental feature that is easily detectable and recognized, constant, and has known, permanent location in the environment that can offer specific information about an individual's location. Landmarks may be further delineated as primary (readily encountered along the travel path) or secondary (not readily encountered along the travel path due to their size or location).
- **Timing methods** - is the ability to judge a distance based on the time it takes to travel between two points at a consistent rate of walking.
- **Address systems** - The systematic pattern of intersecting streets and city blocks.
- **Monocular**- a device to view in the distance.
- **Kinesthetic awareness**- the ability of the mind to perceive the location or relationship of parts of the body as they are moving, without using any other sense to check.
- **Environmental cues**- a signal that something is about to happen or a certain location or object is about to be reached.
- **Flagging techniques**- moving the cane back and forth in an arc pattern with the tip down before stepping off the curb when crossing a street to give more warning of one's intention to cross.
- **Topography** - understanding and using concepts related to roadway and sidewalk features such as seam, incline, tilt, ridge.
- **Echolocation** - the use of reflected sound to detect the presence of objects, such as walls, buildings, doors, and openings.
- **Allocentric frame of reference** - an understanding of the location of objects or places as related to one another, independent of the individual's current location in space.
- **Masking sound** - a blocking or distorting sound such as construction or a plane overhead
- **Channelized turn lane** - lane for vehicles turning right that is separated from the main traffic lanes by a triangular island to allow right turning vehicles to continue moving through an intersection

## Content – Elaborations

### Concept Development

- Concepts for travel include spatial and positional concepts (in front, along, next, end) environmental concepts (corner, camber, shoreline), concepts relating to the nature of objects such as cars which move will change their relative location), concepts that facilitate orientation (numbering systems and cardinal directions), concepts that facilitate mobility (time and distance).

### Sensory Development

- The development of orientation and mobility skills goes hand in hand with the ability to gather and interpret sensory cues. Information from sight, sound, smell and touch support movement and exploration of objects in the environment. Through the process of sensory integration, it is possible to establish and maintain one's position, locate objects, establish and confirm landmarks, and recognize safety cues. By using senses, students can access additional information (Braille, print, voice, and tactile diagrams) that assist them in becoming familiar with a travel setting. Practice and familiarity with a setting often enhances sensory awareness and responsiveness. The ability to use one's senses may be compromised by illness, fatigue, and stress.

### Orientation and Mapping

- Orientation and mapping skills are an essential part of the student's orientation and mobility instruction. Map reading promotes the integration of concepts with skills, enhances comprehension of spatial relationships, and enables the student to travel independently in all environments.

### Travel Techniques

- Independent and safe mobility involves the development of motor skills, acquisition of basic concepts, and awareness of the travel setting. Teaching these outcomes in a developmentally sequential manner allow the student to acquire the necessary skills on which to build more complex orientation and mobility techniques. The ability to travel independently is integral to every aspect of personal, educational, and social development. The effective use of appropriate travel techniques enables students who are visually impaired to participate in activities as independently as is individually possible.

### Communication, Personal Safety, and Advocacy

- Effective communication skills, the knowledge and application of personal safety procedures, and the ability to be an effective self-advocate are fundamental in reaching one's destination, safely and efficiently.

### **Recommended Instructional Components:**

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- acknowledge the social nature of learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment;
- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and
- make learning visible, open, and transparent.

### **Knowledge Assessment**

- Written examination of content knowledge
- Creation of a portfolio detailing students' acquisition of new tools encountered in the course
- Completion of a drop-off evaluation. The student will be "dropped-off" at a familiar location and must plan and execute their route to a predetermined familiar location. Instructor will supervise from a distance and step in only when safety may be compromised.

## Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

### FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

#### Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

#### The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

### SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

- Student self-assessment/reflection
- Direct observation
- Video recording of student travel
- Anecdotal records
- Instructor-developed checklists and rubrics
- Teaching Age-Appropriate Purposeful Skills (TAPS) 3rd Edition (Pogrund et al., 2012)

**Learning Resources:**

Briggs, J., Browns, B., Cowper, T., Lomond, D.C Mainland, J., Mitdal, P., Schwartz, L., Taylor, B., & Wardlow, N. (2000) *Framework for Independent Travel: A Resource for Orientation and Mobility Instruction*, B.C. Ministry of Education.

Dona Sauerburger Street Crossing Website/Resources: [www.sauerburger.org](http://www.sauerburger.org)

Fazzi, D., Barlow, J (2017) *Orientation and Mobility Techniques: A Guide for the Practitioner*. Second Edition New York: American Foundation for the Blind.

Fazzi, D., Petersmeyer, B., (2001) *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired*. New York: American Foundation for the Blind.

Hill, E., Ponder, P., (1976) *Orientation and Mobility Techniques: A Guide for the Practitioner*. New York: American Foundation for the Blind.

Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M., Gonzalez, C., Marsh, R., Roberson-Smith, B., (2012) *TAPS: An Orientation and Mobility Curriculum for Students with Visual Impairments*. Texas: Texas School for the Blind.

**Additional Information:**

The course applies to a small number of students who are blind or visually impaired. These students require this specialized instruction in order to travel independently and safely in order to more fully participate in the life of the school and the community. The knowledge and application of these skills will improve their quality of life and success during school years and later life. Students who need to learn O & M skills should receive credit for the hours of work involved and have their efforts documented on their graduation transcript.