**Fitchburg State University**

**Program**

**Comprehensive Syllabus**

Semester: Spring, 2023 – A seven week, online course

Course Title: O&M Through the CVI Lens

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**COURSE DESCRIPTION:**

This course will provide an overview of Cortical/Cerebral Visual Impairment (CVI) and its impact on Orientation and Mobility (O&M) instruction and assessment. Participants will gain an understanding of an overview of O&M and associated tasks in addition to an overview of CVI. Workshop participants will learn about dorsal and ventral stream dysfunctions and how the whole brain is used to map space and complete tasks relevant to O&M. It will dive into the visual behaviors of CVI and how they relate to O&M tasks. Available assessment techniques and materials will be touched on and explored. Case studies will be utilized throughout this course to deepen understanding of CVI and its impact on O&M. We will discuss a variety of different teaching strategies and assessment tools that one can use to aid in the development of orientation & mobility skills for CVI learners.

**REQUIRED TEXT**

* Lueck, Amanda & Dutton, Gordon N., (2015). *Vision and the Brain: Understanding Cerebral Vision Impairment in Children*. New York: AFB APH Press.

**LEARNING OUTCOMES / OBJECTIVES:**

This course will address some of the many ways that CVI can affect the acquisition of skills in the area of O&M, including the following:

* A basic understanding of the field of Orientation & Mobility (O&M) for the visually impaired, the instruction techniques based predominantly on the Hoover Method, and the associated tasks that an O&M Specialist may be required to teach to their caseload
* A beginner-level understanding of Cortical/Cerebral Visual Impairment; where it occurs in the brain; the specific functions of the dorsal and ventral stream of vision; and how the entire brain works together to create a visual image and map space as one moves through it.
* An overview of the dorsal stream and ventral stream. It will discuss how the two work together to support the visual system.
* Dorsal and ventral stream dysfunctions and how they impact tasks related to O&M.
* An overview of the visual behaviors of CVI and how these visual behaviors link to and impact O&M specific tasks.
* An overview of O&M assessment tools available for learners with ocular conditions as well as an overview of assessment tools available for CVI and how they can be adapted to fit the needs of a COMS completing an O&M assessment on a learner with CVI.
* How assessments may differ for learners with CVI and coexisting ocular impairments.
* How to set up your CVI students for success with accommodations in Individualized Education Plans
* The importance of taking a holistic approach to education with CVI learners, due to the numerous internal and external environmental factors that can affect their vision.

This course will address the impact of CVI on providing O&M instruction in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* The skills generally covered with Orientation & Mobility (O&M) instruction
* A very basic understanding of Cortical/Cerebral Visual Impairment (CVI), including dorsal and ventral stream dysfunction.
* How CVI affects one’s ability to access the world visually, particularly the ability to observe and copy a motor pattern; the ability to map space; the ability to integrate sensory input from one’s surroundings; and the ability to build visual memory.
* Common visual behaviors associated with CVI and how they affect skill acquisition in the area of O&M.
* Key visual and anatomical terminology relevant to CVI.

**Skill**: As a result of the learning experiences in the course, you will become better able to:

* Assess and adapt different assessments for CVI learners that are specific to O&M.
* Identify specific visual behaviors indicative of CVI, whether or not that student has a diagnosis (yet).
* Provide customized accommodations for different CVI learners and their specific visual access needs.

**Practice/Implementation**: As a result of the learning experiences in the course, you will become more competent in your ability to

* Provide quality, meaningful instruction to your students with CVI (or students you suspect may have undiagnosed CVI).
* Begin to educate other educational team members on the impact of CVI.
* Advocate for your student to get the accommodations necessary to help them reach their full potential.
* Provide environmental adaptations and instructional strategies to facilitate acquisition of O&M skills in the school setting and home setting.

**INSTRUCTIONAL STRATEGIES**

 X Lecture Data Collection and Analysis

 X Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 X Problem Finding/Solving X Independent Learning

 X Discovery Field Trips

 Interviewing X Computer Applications

 Collaborative Learning Groups X Viewing or Listening to Followed by

 X Reflective Responses Discussing

 Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE REQUIREMENTS**:

The required assignments for this course are as follows:

**Quizzes:** There will be a quiz in all seven sessions. Participants are required to complete all of the quizzes. Completion of each quiz satisfies the requirement – these are not graded assignments. However, failure to complete the quizzes will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 4 point scale.

|  |  |  |
| --- | --- | --- |
| **Rubric for Weekly Quizzes** | **4 points** | **0 points** |
| **Completion of Quiz****Max pts: 4** | Quiz is completed within the specified timeframe | Quiz is not completed in the specified timeframe |

**Discussion Forums:** There will be a discussion forum assignment in each of the seven sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your initial post early in the session and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5 point scale.

Seven discussion forums are required at 5 points possible for each = 35 possible points.

* 1 pt. possible for appropriate incorporation of and reference to the readings
* 2 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| --- | --- | --- | --- |
| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| **Incorporation of and reference to the readings in discussion responses****Max pts: 1** | Max pts: 1 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response****Max pts: 2** | Responses clearly address the discussion topic including the student's own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses****Max pts: 2** | A minimum of two responses are posted.  | Only one response is posted | No responses are posted. |

**Webquest:** There will be one webquest assignment. Each webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor. Each participant will be expected to complete the webquest assignment as described in the weekly session.

The rubric point scale will be used to assess your work based on a 5 point scale.

One webquest is assigned at 7 possible points.

Rubric =

* 3 pts. possible for choice of website
* 4 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| --- | --- | --- | --- | --- |
| **Rubric for Webquests** | **3 points** | **2 points** | **1 point** | **0 points** |
| **Choice of website****Max pts: 3** | Max pts: 2 | Website chosen is highly relevant to the assignment. | Website chosen is moderately relevant to the assignment | Website is not chosen or not relevant to the assignment |
| **Quality response****Max pts: 4** | Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future.  | Response to the assignment is thorough providing a complete answer to the webquest.  | Response to the assignment provides a partial answer to the webquest.  | No response is submitted |

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

**EVALUATION OR GRADING POLICY

Methods of Evaluation**Participants are evaluated by the following methods:

* Quizzes = 28 possible points
* Discussion Forums = 35 possible points
* Webquests = 7 possible points
* Final Project = 20 possible points
* CVI Resource File: Glossary of Terms = 10 possible points
* Overall Total = 100 points

**GRADES**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

Grades that fall between intervals will be rounded to the higher number.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session One: Overview of O&M and associated tasks/ Overview of CVI**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Explain what orientation and mobility (O&M) is.
* Identify relevant tasks associated with O&M instruction.
* Broadly define cortical/cerebral visual impairment (CVI).
* Name two streams of visual information in the brain
* Broadly identify the functions of the two streams of visual information.
* Identify the impact CVI has on O&M instruction as well as O&M tasks.

**Video/Lecture:**

Session 1 pre-recorded lecture.

**Readings:**

1. Read the first page (“Read this First”) on CVIScotland “Introduction to CVI”
<https://cviscotland.org/documents.php?did=1&sid=289>
2. Understanding the Expanded Core Curriculum (ECC): <https://www.perkins.org/understanding-the-expanded-core-curriculum/>
3. <https://www.perkins.org/higher-order-visual-pathways-and-the-cvi-brain/>
4. <https://www.perkins.org/resource/cvi-glossary-of-terms/>
5. <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
6. <https://www.frontiersin.org/articles/10.3389/fnhum.2021.713316/full>
7. <https://www.perkins.org/what-is-cvi/>
8. <https://www.perkins.org/cortical-visual-impairment-vs-cerebral-visual-impairment/>
9. <https://www.perkins.org/how-is-cvi-diagnosed/>
10. <https://www.perkins.org/resource/cvi-glossary-of-terms/>
11. <https://www.perkins.org/resource/essential-cvi-videos/>
12. Vision and the Brain pages 450-454

Handouts

* Diagram of brain - label
* Gordon Dutton’s “Tree of Vision”
<https://cviscotland.org/documents.php?did=3&sid=103>
* Diagram of Eye - label

**Quiz 1**

10 multiple choice and/or true/false questions.

**Discussion Forum 1:**Introduce yourself! Earn 2 points by introducing yourself to the workshop. Upload a profile photo if you like, and tell us about yourself. In your introduction, please include the following:

* Your name
* Where you live
* Your school or place of business
* Why you are taking this workshop

Respond to two peers.

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**Session Two: Dorsal/ Ventral stream dysfunctions and how the whole brain is used to complete tasks relevant to O&M. Overview of visual behaviors**

**Session Goals:**

Upon completion of this session the participant will be able to:

* Identify how the dorsal and ventral streams work together.
* Describe what each stream does individually.
* Identify what happens if there is an interruption to either stream and discuss how this interruption can impact O&M.
* Identify the visual behaviors that are associated with CVI.

**Video/Lecture:**

Session 2 pre-recorded lecture.

**Readings:**

1. Vision and the brain Chapter 3
2. Vision and the Brain pages 230-235 & pages 460-463
3. <https://www.perkins.org/the-visual-system-and-the-cvi-brain/>
4. <https://www.perkins.org/higher-order-visual-pathways-and-the-cvi-brain/>
5. <https://cviscotland.org/mem_portal.php?article=191>
6. <https://www.perkins.org/course/ventral-stream-functions-in-cvi-object-and-face-perception/>
7. <https://www.perkins.org/how-the-eyes-work/>
8. <https://www.perkins.org/the-visual-pathway-from-the-eye-to-the-brain/>
9. <https://www.perkins.org/the-importance-of-neuroplasticity/>
10. <https://cviscotland.org/mem_portal.php?article=191>
11. <https://www.perkins.org/ocular-motor-conditions-and-cvi/>
12. <https://www.perkins.org/understanding-cvi-visual-behaviors/>
13. <https://www.perkins.org/cvi-form-accessibility/>
14. <https://www.perkins.org/cvi-visual-field-abilities/>
15. <https://www.perkins.org/cvi-visual-guidance-of-upper-limbs-2/>
16. <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
17. <https://www.perkins.org/cvi-impact-of-motion/>
18. <https://www.perkins.org/cvi-impact-of-color/>
19. <https://www.perkins.org/cvi-impact-of-light/>
20. <https://www.perkins.org/cvi-impact-of-clutter/>
21. <https://www.perkins.org/cvi-access-to-people/>
22. <https://www.perkins.org/cvi-impact-of-light/>

**Quiz 2**

10 multiple choice and/or true/false questions.

**Discussion Forum 2:**

* Look at the different O&M tasks that can be impacted with dorsal stream and ventral stream dysfunction. Explain why four of those tasks are essential to O&M instruction. Respond to two peers.

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**Session Three: Visual Behaviors: Part 1 and how they link to O&M tasks**

**Session Goals:**

Upon completion of this session the participant will be able to:

* Identify the first eight or sixteen visual behaviors of CVI: appearance of the eyes, movement of the eyes, visual attention, visual recognition, response interval, visual curiosity, form accessibility, and visual fields.
* Describe how each individual visual behavior can impact O&M tasks and instruction.

**Video/Lecture:**

Session 3 pre-recorded lecture.

**Readings:**

1. Vision and the Brain Chapter 8
2. <https://www.perkins.org/understanding-cvi-visual-behaviors/>
3. <https://www.perkins.org/cvi-visual-curiosity-and-incidental-learning/>
4. <https://www.perkins.org/cvi-form-accessibility/>
5. <https://www.perkins.org/cvi-visual-field-abilities/>

# Visual attention as an important visual function: an outline of manifestations, diagnosis and management of impaired visual attention <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2095436/>

**Quiz 3**

10 multiple choice and/or true/false questions.

**Discussion Forum 3:**

Choose one of the visual behaviors discussed in this session. Discuss how you would make an orientation and mobility specific adaptation for a student that exhibits difficulties with that visual behavior. For example, if a student exhibits difficulties with their visual field (specifically their lower field) the student may struggle with depth changes, curbs, or drop-offs and cane instruction may be necessary. Respond to two peers.

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**Session Four: Visual Behaviors: Part 2 and how they link to O&M tasks**

**Session Goals:**

Upon completion of this session participants will be able to:

* List a variety of visual behaviors demonstrated by students/clients with CVI
* List the impact of some environmental factors- both internal and external- that can affect learners with CVI
* Understand how CVI and the resulting visual behaviors can affect a student’s ability to develop motor skills and patterns
* Recognize specific visual behaviors that could lead you to suspect someone has CVI if they are not yet diagnosed
* Learn some ways to use visual behaviors/preferences to your advantage in different settings
* Discuss some of the hurdles that these visual behaviors cause in providing quality O&M instruction across different settings

**Video/Lecture:**

Session 4 pre-recorded lecture.

“Crowding VR Film”
<https://cviscotland.org/mem_portal.php?article=93>

**Readings:**

1. Woman with Riddoch Phenomenon [https://collections.lib.utah.edu/ark:/87278/s6m61mx3](https://collections.lib.utah.edu/ark%3A/87278/s6m61mx3)
2. “The Blind Woman Who Sees Rain” <https://www.npr.org/sections/health-shots/2014/05/26/314621545/the-blind-woman-who-sees-rain-but-not-her-daughters-smile>
3. <https://www.perkins.org/understanding-cvi-visual-behaviors/>
4. <https://www.perkins.org/cvi-impact-of-light/>
5. <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
6. <https://www.perkins.org/cvi-visual-guidance-of-upper-limbs-2/>
7. <https://www.perkins.org/cvi-access-to-people/>
8. <https://www.perkins.org/cvi-impact-of-motion/>
9. <https://www.perkins.org/cvi-impact-of-clutter/>
10. <https://www.perkins.org/cvi-impact-of-color/>
11. <http://www.georgemather.com/MotionDemos/BioMoMP4.html>

**Quiz 4**

10 multiple choice and/or true/false questions.

**Discussion Forum 4:**

Pick one community setting that you are familiar with and have used or plan to use as an instructional setting (i.e. a store; a plus-shaped, light-controlled intersection; a bus terminal; etc.) Discuss the features of this place and share:
3 things that could make it a challenging setting for a CVI learner, and 3 ways you could provide support(s) in that setting for the learner. Respond to two peers.

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**Session Five: O&M CVI Assessment Techniques**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Discuss existing O&M assessment tools for learners with ocular impairments.
* Identify available CVI assessment tools.
* Identify how ocular vs CVI assessments compare.
* Describe how these assessments can be adapted to meet the needs of students with CVI.
* Discuss how assessments may differ for learners with CVI and coexisting ocular impairments.
* Identify assessment materials specifically created for O&M and CVI.

**Video/Lecture:**

Session 5 pre-recorded lecture.

**Readings:**

1. <https://www.perkins.org/resource/expert-qa-cvi-and-om/>
2. <https://www.perkinselearning.org/videos/webinar/om-and-cvi>
3. Vision and the Brain pages 454-459
4. Roman-Lantzy, Christine (2007). *Cortical Visual Impairment: An Approach to Assessment and Intervention.* New York: AFB Press.
5. TAPS (Teaching Age-Appropriate Purposeful Skills): An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd Edition
6. New Mexico School for the Blind and Visually Impaired Orientation and Mobility Inventory: <http://www.nmsbvi.k12.nm.us/ominventory.html>
7. Michigan O&M Severity Rating Scale: <https://mdelio.org/blind-visually-impaired/severity-rating-scales>

**Quiz 5**

10 multiple choice and/or true/false questions.

**Discussion Forum 5:** Thinking of a particular student on your caseload with CVI, Choose one O&M specific assessment tool and discuss how you might adapt 2 assessment areas to fit the needs of a student with CVI. Respond to two peers.

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**Session Six: IEP and Education Planning**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Name some basic facts about important pieces of legislation regarding the education of individuals with disabilities in the United States
* Demonstrate a basic understanding of Individualized Education Plans (IEPs), particularly the role of an Orientation & Mobility Specialist in the creation of the IEP document
* List some assessments you can advocate for to help confirm or further confirm the need for CVI accommodations
* Understand the difference between PLEP A and PLEP B in an IEP
* Name a variety of accommodations in each of the PLEP B areas (Setting, Presentation, Time/Scheduling, Response) that will support your student’s vision needs
* Understand the importance of repetition and building visual familiarity for CVI learners
* Build a list of organizations, programs, resources, etc., within your own area/community that can be utilized in your community-based lessons

**Video/Lecture:**

Session 6 pre-recorded lecture.

**Readings:**

1. <https://lexingtonsepacsepta.wildapricot.org/resources/Documents/BR%20-%20Understanding%20the%20IEP%20PDF%20Handout.pdf>
Federation For Children With Special Needs
2. <https://www.perkins.org/resource/how-to-design-iep-goals-and-objectives-for-kids-with-cvi/>
3. <https://www.perkins.org/resource/a-guide-to-common-cvi-iep-accommodations/>
4. <https://www.umassglobal.edu/news-and-events/blog/special-education-laws#:~:text=Originally%20passed%20in%201975%2C%20the,physical%20and%2For%20mental%20disabilities>.
5. <https://fcsn.org/special-education-laws-and-regulations/>
6. <https://www.afb.org/blindness-and-low-vision/eye-conditions/cortical-visual-impairment-traumatic-brain-injury-and/who>
7. <https://sites.ed.gov/idea/IDEA-History>

**Quiz 6**

10 multiple choice and/or true/false questions.

**Discussion Forum 6:** Choose a CVI-related accommodation that you think may benefit your student or client, even if it is something not ordinarily done in your district/school/setting; discuss how you would advocate for this accommodation and how you would ensure that the educational team recognizes the importance of CVI specific accommodations. Respond to two peers.

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**Session Seven: The Importance of a Holistic Approach**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Understand the importance of a holistic approach as it applies to O&M instruction and CVI.
* Explain the implications of O&M instruction for learners with CVI and co-existing ocular impairments.
* Understand the student profiles presented that will be used for the final project.
* Help other members of the educational team recognize CVI needs and the importance of CVI-specific accommodations.
* Highlight the importance of building a strong rapport with your students

**Video/Lecture:**

Helen St Clair Tracy’s Talk: <https://cviscotland.org/mem_portal.php?article=80&k=helen%20st%20clair%20tracy>

Session 7 pre-recorded lecture.

“Rafael’s Story”
<https://cviscotland.org/mem_portal.php?article=342>

**Readings:**

1. Review of all the parts of the brain and visual disorders linked to each part <https://cviscotland.org/mem_portal.php?article=254>
2. <https://cviscotland.org/documents.php?did=4&sid=279>
3. <https://cviscotland.org/documents.php?did=4&sid=263>

**Quiz 7**

10 multiple choice and/or true/false questions.

**Discussion Forum 7:** Congratulations! We made it to the final week of class. Hopefully, you learned a lot. For this week, please reflect on the Helen St. Clair Tracy video and/or the “Rafael’s story” video. What are some of the social-emotional factors that might be affecting your student’s ability to navigate the world? Did anything surprise you or shift your perspective on working with people with CVI? Would you change anything about how you work with your CVI learners? Respond to two peers.

**CVI Resource File: Glossary of Terms:**

Create a resource file for yourself as you progress through this course. Add relevant terminologies, visual aids/diagrams, definitions, quotes, and readings that you feel made an impact on you throughout the course. This resource is for you and you alone to begin or add to your CVI “tool kit.” This document should be at least two pages long.

**Final project: Case Studies:**

Students will be presented with two case studies. They will be expected to choose one of the case studies and create the following, based on the profile of that case study:

* List visual behaviors associated with that profile’s specific presentation of CVI
* For each visual behavior, describe a teaching technique, tool or strategy to mitigate that visual behavior; if there is no means to mitigate, describe how you would attempt to provide appropriate supports to the best of your ability
* Name at least 5 accommodations that you would want to write in to that student’s Individualized Education Plan to help set them up for success in O&M instruction
* Provide at least 5 environmental adaptations that student’s family/residential placement could make to their home to improve visual accessibility

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**Summary of Weekly Topics and Assignments**

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| --- | --- | --- | --- | --- |
|  **Session** | **Topic(s)** | **Assignments Due** | **Possible points** | **Due Date** |
| 1 | Overview of O&M and associated tasks/ Overview of CVI | * Quiz 1
* Discussion Forum 1

  | * 4 points
* 5 points
 |  X |
| 2 | Dorsal/ Ventral stream dysfunctions and how the whole brain is used to complete tasks relevant to O&M. Overview of visual behaviors | * Quiz 2
* Discussion Forum 2

  | * 4 points
* 5 points
 |  X |
| 3 | Visual Behaviors: Part 1 and how they link to O&M tasks | * Quiz 3
* Discussion Forum 3

  | * 4 points
* 5 points
 |  X |
| 4 | Visual Behaviors: Part 2 and how they link to O&M tasks | * Quiz 4
* Discussion Forum 4
 | * 4 points
* 5 points
 |  X |
| 5 | O&M CVI Assessment Techniques | * Quiz 5
* Discussion Forum 5

  | * 4 points
* 5 points
 |  X |
| 6 | IEP and Education Planning | * Quiz 6
* Discussion Forum 6

  | * 4 points
* 5 points
 |  X |
| 7 | The Importance of a Holistic Approach  | * Quiz 7
* Discussion Forum 7
* CVI Resource File: Glossary of Terms
* Final project
 | * 4 points
* 5 points
* 10 points (CVI glossary)
* 20 points (final project)
 |  X |

**POLICIES**

**Policy on Disability**

If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need other special arrangements please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.
4. If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
5. The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.
6. Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.
7. Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the guidelines posted on the [www.perkinselearning.org/workshops](http://www.perkinselearning.org/workshops) home page.

Academic Integrity

Work submitted in fulfillment of course requirements must be solely that of the individual candidate and all other sources will be cited appropriately.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Perkins School for the Blind adheres to federal laws regarding use of copyrighted materials.

READING AND RESOURCES

* Required: Lueck, Amanda & Dutton, Gordon N., (2015). *Vision and the Brain: Understanding Cerebral Vision Impairment in Children*. New York: AFB APH Press.
* Optional: Roman-Lantzy, Christine (2007). *Cortical Visual Impairment: An Approach to Assessment and Intervention.* New York: AFB Press.
* Optional: TAPS (Teaching Age-Appropriate Purposeful Skills): An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd Edition
* Understanding the Expanded Core Curriculum (ECC): <https://www.perkins.org/understanding-the-expanded-core-curriculum/>
* Visual attention as an important visual function: an outline of manifestations, diagnosis and management of impaired visual attention <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2095436/>
* <https://cviscotland.org/documents.php?did=1&sid=289>
* <https://www.perkins.org/higher-order-visual-pathways-and-the-cvi-brain/>
* <https://www.perkins.org/resource/cvi-glossary-of-terms/>
* <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
* <https://www.frontiersin.org/articles/10.3389/fnhum.2021.713316/full>
* <https://www.perkins.org/what-is-cvi/>
* <https://www.perkins.org/cortical-visual-impairment-vs-cerebral-visual-impairment/>
* <https://www.perkins.org/how-is-cvi-diagnosed/>
* <https://www.perkins.org/resource/cvi-glossary-of-terms/>
* <https://www.perkins.org/resource/essential-cvi-videos/>
* <https://www.perkins.org/the-visual-system-and-the-cvi-brain/>
* <https://www.perkins.org/higher-order-visual-pathways-and-the-cvi-brain/>
* <https://cviscotland.org/mem_portal.php?article=191>
* <https://www.perkins.org/course/ventral-stream-functions-in-cvi-object-and-face-perception/>
* <https://www.perkins.org/how-the-eyes-work/>
* <https://www.perkins.org/the-visual-pathway-from-the-eye-to-the-brain/>
* <https://www.perkins.org/the-importance-of-neuroplasticity/>
* <https://cviscotland.org/mem_portal.php?article=191>
* <https://www.perkins.org/ocular-motor-conditions-and-cvi/>
* <https://www.perkins.org/understanding-cvi-visual-behaviors/>
* <https://www.perkins.org/cvi-form-accessibility/>
* <https://www.perkins.org/cvi-visual-field-abilities/>
* <https://www.perkins.org/cvi-visual-guidance-of-upper-limbs-2/>
* <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
* <https://www.perkins.org/cvi-impact-of-motion/>
* <https://www.perkins.org/cvi-impact-of-color/>
* <https://www.perkins.org/cvi-impact-of-light/>
* <https://www.perkins.org/cvi-impact-of-clutter/>
* <https://www.perkins.org/cvi-access-to-people/>
* <https://www.perkins.org/cvi-impact-of-light/>
* <https://www.perkins.org/understanding-cvi-visual-behaviors/>
* <https://www.perkins.org/cvi-visual-curiosity-and-incidental-learning/>
* <https://www.perkins.org/cvi-form-accessibility/>
* <https://www.perkins.org/cvi-visual-field-abilities/>
* [https://collections.lib.utah.edu/ark:/87278/s6m61mx3](https://collections.lib.utah.edu/ark%3A/87278/s6m61mx3)
* <https://www.npr.org/sections/health-shots/2014/05/26/314621545/the-blind-woman-who-sees-rain-but-not-her-daughters-smile>
* <https://www.perkins.org/understanding-cvi-visual-behaviors/>
* <https://www.perkins.org/cvi-impact-of-light/>
* <https://www.perkins.org/cvi-visual-guidance-of-lower-limbs/>
* <https://www.perkins.org/cvi-visual-guidance-of-upper-limbs-2/>
* <https://www.perkins.org/cvi-access-to-people/>
* <https://www.perkins.org/cvi-impact-of-motion/>
* <https://www.perkins.org/cvi-impact-of-clutter/>
* <https://www.perkins.org/cvi-impact-of-color/>
* <http://www.georgemather.com/MotionDemos/BioMoMP4.html>
* <https://www.perkins.org/resource/expert-qa-cvi-and-om/>
* <https://www.perkinselearning.org/videos/webinar/om-and-cvi>
* <http://www.nmsbvi.k12.nm.us/ominventory.html>
* <https://mdelio.org/blind-visually-impaired/severity-rating-scales>
* <https://lexingtonsepacsepta.wildapricot.org/resources/Documents/BR%20-%20Understanding%20the%20IEP%20PDF%20Handout.pdf>
* <https://www.perkins.org/resource/how-to-design-iep-goals-and-objectives-for-kids-with-cvi/>
* <https://www.perkins.org/resource/a-guide-to-common-cvi-iep-accommodations/>
* <https://www.umassglobal.edu/news-and-events/blog/special-education-laws#:~:text=Originally%20passed%20in%201975%2C%20the,physical%20and%2For%20mental%20disabilities>.
* <https://fcsn.org/special-education-laws-and-regulations/>
* <https://www.afb.org/blindness-and-low-vision/eye-conditions/cortical-visual-impairment-traumatic-brain-injury-and/who>
* <https://sites.ed.gov/idea/IDEA-History>
* <https://cviscotland.org/mem_portal.php?article=80&k=helen%20st%20clair%20tracy>
* <https://cviscotland.org/mem_portal.php?article=342>
* <https://cviscotland.org/mem_portal.php?article=254>
* <https://cviscotland.org/documents.php?did=4&sid=279>
* <https://cviscotland.org/documents.php?did=4&sid=263>