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Curricular Standards for Vision Rehabilitation Therapist

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| Curricular Standards: Vision Rehabilitation Therapist | | | |
| **I. Knowledge of the Blindness System** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. The knowledge of demographics of blindness and visual impairment |  |  |  |
| 1. The knowledge of history of the education and rehabilitation services for people with visual impairments |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. The knowledge of major legislation governing blindness services and disability issues including eligibility criteria for services |  |  |  |
| 1. The knowledge of philosophy, structure, and governing legislation of independent living programs |  |  |  |
| 1. The knowledge of the structure and funding sources of private, state/province and federal blindness systems |  |  |  |
| 1. The knowledge of the major blindness consumer groups, their philosophies and the services/benefits they offer |  |  |  |
| 1. The knowledge of advocacy strategies used to promote positive attitudes towards, and inclusion of, individuals with disabilities and other under-represented populations |  |  |  |
| 1. The knowledge of the major publications and information resources relating to services for people with visual impairments |  |  |  |

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|  | **Documents Submitted** | | **Met** | **Not Met** |
| 1. The knowledge of the services to children and youth including, in the U.S., IDEA, Expanded Core Curriculum (ECC) and age appropriate service delivery including the Individualized Education Programs (IEP) |  | |  |  |
| 1. The knowledge of the vocational rehabilitation practices and regulations, including the Individual Plan for Employment (IPE), and the Individual Program Plan (IPP-Canada) |  | |  |  |
|  | **Total** |  | **/10** | **/10** |

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| **II. Medical Aspects of Blindness and Low Vision Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. The relationship between etiology of vision loss and the effect of that loss upon individual development, behavior and environmental needs, including implications for vision rehabilitation therapist services: |  |  |  |
| 1. Anatomy of the human visual system Diseases and disorders of the human visual system |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Functional implications imposed by diseases and disorders of the human visual system |  |  |  |
| 1. Range of medical, surgical, and optical remediation for diseases and disorders of the human visual system |  |  |  |
| 1. Specific medical and physical contraindications for diseases and disorders of the human visual system |  |  |  |
| 1. Systemic diseases, acquired medical conditions and traumatic injury and their impact on vision |  |  |  |
| 1. Possible side effects of medications and impact on functioning and the rehabilitation process |  |  |  |
| 1. how to complete an assessment to determine whether visual, non-visual or a combination of strategies is appropriate to achieve specific goals of the learner |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. how to select or create and implement a functional vision assessment to identify and quantify the level of current visual functioning |  |  |  |
| 1. how to select or create and implement a sequential instructional program to integrate the use of low vision aids and strategies to specific instructional needs of individuals who are visually impaired including: |  |  |  |
| 1. Fixating, focusing, tracking and scanning skills, including techniques for eccentric viewing and fixation |  |  |  |
| 1. Visual perceptual skills |  |  |  |
| 1. Vision stimulation training and instruction |  |  |  |
| 1. Instruction in a range of techniques for print reading or access |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Assessment and adaptation of environmental variables and materials for personal, educational, and vocational tasks, including organization lighting, color, glare control and contrast |  |  |  |
| 1. Instruction in the use of equipment and adaptive devices for persons who are visually impaired including, in daily living activities, reinforcing instruction in the use of optical devices as prescribed by optometrists and ophthalmologists |  |  |  |
| 1. Assessment of natural and artificial lighting and implementation of strategies to optimize visual functioning |  |  |  |
| 1. The knowledge of appropriate resources and referrals for environmental, media, and instructional interventions used to alleviate or modify the functional effects of specific eye disorders |  |  |  |
|  | **Total** | **/16** | **/16** |

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| 1. **Professionalism and Practice Methods Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of effective case management practices, including methods for data collection and case reporting |  |  |  |
| 1. Knowledge of interdisciplinary teamwork principles and appropriate referral processes |  |  |  |
| 1. Knowledge of the legal and civil rights relating to rehabilitation, transition planning, vocational services and advocacy of protected persons |  |  |  |
| 1. Knowledge of the historical development, current status, practitioner demographics, and major issues in the field of vision rehabilitation therapy (VRT) (i.e. home teacher, living skills instructor, rehabilitation teacher, assistive technology specialist) |  |  |  |
| 1. Knowledge of the CVRT Code of Ethics, the Scope of Practice, and privacy/confidentiality regulations. [Editor’s note: privacy regulations include HIPAA in the US and PIPEDA in Canada] |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the standards and practices of certification and accreditation |  |  |  |
| 1. Knowledge of the principles of individualized program planning, including transition, independent living and vocational rehabilitation services and programming |  |  |  |
| 1. Knowledge of the skills and abilities to assess, design and implement an individualized service plan based on client/consumer needs |  |  |  |
| 1. Knowledge of how to write and effectively document; including goals and objectives with measurable outcomes |  |  |  |
| 1. Knowledge of the roles and functions of a private contracting VRT |  |  |  |
| 1. Knowledge of appropriate resources to meet the need for services or adapted materials by and for individuals with visual and/or multiple impairments |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the methods for securing, instructing and working with volunteers, peers, para-professionals, vendors and private contractors |  |  |  |
| 1. Knowledge of the methods for the design and delivery of in-service workshops to consumers, communities, service organizations, etc. |  |  |  |
| 1. Knowledge of how to communicate effectively with clients/consumers, family members, peers and other professionals |  |  |  |
| 1. Knowledge of how to evaluate and integrate new and existing technology into vision rehabilitation services |  |  |  |
| 1. Knowledge of how to manage casework services related to itinerant teaching |  |  |  |
|  | **Total** | **/16** | **/16** |

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| 1. **Independent Living: Personal Management Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate knowledge of how to select, design and implement a sequential instructional program to meet the specific independent living needs of learners who are blind or visually impaired including knowing how to: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Design appropriate methods and materials used for the adaptations/ modifications of personal management skills |  |  |  |
| 1. Instruct personal hygiene skills and techniques (i.e. shaving, nail care, dental care) |  |  |  |
| 1. Instruct dressing and grooming techniques (i.e. hair care, application of makeup, selection of appropriate and/or color-coordinated clothing) |  |  |  |
| 1. Instruct adaptive eating techniques |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Instruct adaptive time management techniques (i.e. making appointments, use of adapted timepieces, managing daily calendar) |  |  |  |
| 1. Instruct care and maintenance of clothing (i.e. laundering, ironing, mending) |  |  |  |
| 1. Instruct adapted needle threading and sewing techniques |  |  |  |
| 1. Instruct socialization skills (i.e. body language, gestures, self-advocacy, gathering and processing interpersonal information) |  |  |  |
| 1. Instruct identification, organization and labeling of medications to promote proper and safe usage |  |  |  |
| 1. Instruct adapted medication administration techniques as appropriate (i.e. use of eye drop guide) |  |  |  |
| 1. Use methods and technology for adaptive management of diabetes (i.e. insulin measurement, glucose monitoring, medication management, record keeping, vision-related precautions, related resources) |  |  |  |
|  | **Total** | **/11** | **/11** |

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| 1. **Independent Living: Home Management Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate knowledge of how to elect, design and implement a sequential instructional program to include appropriate methods and materials used for the adaptation/modification of home management skills: | **Documents Submitted** | **Met** | **Not Met** |
| * 1. Know how to teach kitchen skills including: |  |  |  |
| 1. Identification, organization and labeling systems for kitchen and household items for operation, efficiency and safety |  |  |  |
| 1. Use of adaptive kitchen and household safety techniques and equipment |  |  |  |
| 1. Meal preparation skills including but not limited to: |  |  |  |
| 1. Use of adaptive techniques for menu planning, grocery shopping, organizing and labeling |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Food preparation i.e. pouring, cutting, dicing, measuring |  |  |  |
| 1. Cold prep i.e. spreading, opening containers and boxes |  |  |  |
| 1. Access to nutritional and dietary information |  |  |  |
| 1. Adaptive cooking i.e. stove top use, oven use, and alternative devices and methods |  |  |  |
| * 1. Know how to teach use of adaptive techniques for money identification and management budgeting, banking on-line, automatic bill paying, debit card management and record keeping |  |  |  |
| * 1. Know how to recruit and manage volunteers/employees (i.e. readers, drivers, shoppers |  |  |  |
| * 1. Know how to teach use of adaptive techniques of home mechanics (i.e. use of hand tools, performing minor repairs, changing light bulbs***/***batteries) |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| * 1. Know how to teach use of adaptive techniques of household cleaning (i.e. sweeping, dusting, vacuuming, cleaning bathrooms, washing windows) |  |  |  |
| * 1. Know how to teach upkeep and maintenance of home appliances |  |  |  |
| * 1. Know how to teach the use of home systems (i.e. regulating thermostats, use of home security systems, smoke detectors/fire extinguishers) |  |  |  |
|  | **Total** | **/13** | **/13** |

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| c. successfully demonstrate the ability to select, design and implement a sequential instructional program for teach  **VI. Communication Systems Standards** listening and recording skills to learners who are blind or visually impaired including: | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate knowledge of how to select, design and implement a sequential instructional program for: | **Documents Submitted** | **Met** | **Not Met** |
| * + 1. Teaching adaptive reading skills to learners who are blind or visually impaired including: |  |  |  |
| 1. Conducting a reading media assessment (i.e. standard/large print, tactile, audio) to assist learners in reaching their reading goals |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| ii. Demonstrating competency with both the Unified English Braille Code |  |  |  |
| iii. Demonstrating knowledge of braille readiness |  |  |  |
| 1. Demonstrating how to teach braille reading |  |  |  |
| 1. Demonstrating knowledge of alternative and augmentative communications systems, including use of standard accessibility features in existing technology, computer screen magnification and screen reading programs, tactual output displays, electronic video low vision devices, telecommunication systems for deaf-blind persons, and communication boards |  |  |  |
| 1. Demonstrating how to integrate low vision optical devices prescribed by an eye care specialist into a reading program |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Demonstrating how to identify appropriate adaptive resources for instruction in basic reading skills |  |  |  |
| * + 1. Teaching adaptive writing skills to learners who are blind or visually impaired including: |  |  |  |
| 1. Braille writing with braille notetakers, brailler, slate and stylus |  |  |  |
| 1. Keyboarding |  |  |  |
| 1. Handwriting instruction techniques |  |  |  |
| 1. Handwriting guides and devices and what constitutes a legal signature. |  |  |  |
| 1. Note taking skills |  |  |  |
| 1. Labeling methods |  |  |  |
| 1. Techniques for teaching raised line drawings and tactile graphics |  |  |  |
| 1. Techniques for producing raised line drawings and tactile graphics |  |  |  |
| 1. Identifying appropriate resources for adaptive writing skills/tools |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Adaptive/electronic notetakers |  |  |  |
| 1. Current “off the shelf” technologies |  |  |  |
| c. Teaching recording skills, including storage and retrieval of information and maintenance of equipment: |  |  |  |
| * + 1. Identify and teach operation and maintenance of a variety of audio recording and listening devices |  |  |  |
| * + 1. Teach audio indexing techniques and managing audio files |  |  |  |
| * + 1. Electronic listening, reading, and recording resources (e.g. Optical Character Readers, digital books, daisy formats, NIMAS) |  |  |  |
| * + 1. Telecommunication devices and their features including smart phones and tablets |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| * + 1. Techniques for using telecommunication devices, smart phones and mobile devices with accessible apps that can be applied throughout VRT domain areas |  |  |  |
| * + 1. Radio Reading Services and telephone information services/audio information networks |  |  |  |
| * + 1. Instruct the learner in strategies to recruit sighted readers |  |  |  |
| * + 1. Identify appropriate resources for training in listening and recording skills |  |  |  |
| * + 1. Resources and methods of downloading books that utilize electronic reading platforms |  |  |  |
| d. Teaching measurement and calculation skills including: |  |  |  |
| Adapted calculators and /or abacus |  |  |  |
| Measurement devices |  |  |  |
| Appropriate resources for measurement and calculation skills |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| Awareness of software/applications that are appropriate for assisting with mathematical calculations |  |  |  |
| Resources for adaptive mathematics and science equipment |  |  |  |
|  | **Totals** | **/32** | **/32** |

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| 1. **Braille and Other Tactual Systems Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to read standard contracted literary braille [Editor’s note: this refers to Unified English Braille] |  |  |  |
| 1. The ability to write standard contracted literary braille, using slate and stylus, mechanical braille and electronic braille notetaker |  |  |  |
| 1. The ability to assess tactual perception of the learner and adapt/modify instructional materials accordingly |  |  |  |
| 1. The ability to select, design and implement a sequential program for teaching braille reading |  |  |  |
| 1. The ability to select, design and implement a sequential program for teaching braille writing |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to assess and adapt printed materials into an appropriate, usable tactile format |  |  |  |
| 1. The ability to scan, create and edit electronic files for braille production using appropriate technology, including computer software and hardware |  |  |  |
| 1. How to identify appropriate braille resources and transcription services |  |  |  |
| 1. The awareness of alternative braille codes and resources for additional instruction [Editor’s note: for example - Fishburne and Moon type] |  |  |  |
| 1. The ability to select/create and administer diagnostic tests of braille literacy and reading/writing speed and accuracy |  |  |  |
|  | **Totals** | **/10** | **/10** |

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| 1. **Access/Assistive Technology Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the various types of emerging access/assistive technology |  |  |  |
| 1. Skill in the use of access/assistive hardware and productivity software and applications |  |  |  |
| 1. The ability to assess and assist learners in deciding which assistive technology and/or hardware modifications will best meet their goals |  |  |  |
| 1. The ability to select, design and modify a sequential instructional program incorporating the use of assistive technology based on learners’ abilities |  |  |  |
| 1. The ability to perform an ecological assessment of the learner's workplace |  |  |  |
| 1. Knowledge of how to access tech support, technology manufacturers and distributors |  |  |  |
| 1. Awareness of assistive technology training resources |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of various online education delivery formats and identify resources to address access issues |  |  |  |
| 1. Knowledge of the role of an assistive technology instructional specialist and referral process |  |  |  |
| 1. Knowledge of universal design principles and universally designed products |  |  |  |
|  | **Total** | **/10** | **/10** |

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| 1. **Recreation and Leisure Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to select, design, and implement a sequential instructional program to meet the specific recreation and leisureneeds and interests of learners, including: |  |  |  |
| * + - 1. Crafts, hobbies and adapted games |  |  |  |
| * + - 1. Cultural, religious, and educational pursuits |  |  |  |
| * + - 1. Sports and recreational activities |  |  |  |
| * + - 1. Community participation/integration |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to identify and organize materials, techniques and resources for planning and implementing recreational and leisure activities |  |  |  |
| 1. The ability to identify appropriate referral resources or additional recreational and leisure pursuits, including specialized blindness programs (i.e. BOLD, USABA, Blind Golfers Association) |  |  |  |
|  | **Totals** | **/6** | **/6** |

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| 1. **Aging and Vision Loss Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the major demographic trends in aging and vision loss |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the major physiological, sensory, social, economic, and cognitive/perceptual changes in the aging process |  |  |  |
| 1. Knowledge of the major theoretical and psychosocial aspects of aging |  |  |  |
| 1. Knowledge of the current network of services to older adults, including entitlement programs, health-care service delivery systems, adult protective services and residential and institutional living arrangements/options |  |  |  |
| 1. Knowledge of the current policies and legislation related to aging and vision loss |  |  |  |
| 1. Knowledge of appropriate referral resources and referrals for services for older adults |  |  |  |
|  | **Totals** | **/6** | **/6** |

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| 1. **Deaf-blindness Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the ability to utilize alternative communication systems for individuals who are deaf-blind [Editor’s note: such as TASL and Haptic communication] |  |  |  |
| 1. Knowledge of how to identify appropriate resources for instruction in other forms of communication used by individuals who are deaf-blind |  |  |  |
| 1. Knowledge of appropriate methods and materials for the adaptation of independent living skills for individuals who are deaf-blind |  |  |  |
| 1. Knowledge of how to identify resources for services to persons who are deaf-blind |  |  |  |
| 1. Knowledge of how to identify resources for services to persons who are aging with hearing and vision loss |  |  |  |
| 1. Knowledge of how to identify local resources for acquiring equipment and training |  |  |  |
|  | **Totals** | **/6** | **/6** |

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| 1. **Teaching and Learning Strategies Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. knowledge of contemporary learning theories appropriate for adults, young adults, and children |  |  |  |
| 1. knowledge of how to utilize the principles of andragogy (adult learning theory), in relation to vision rehabilitation therapy assessment and teaching processes |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. knowledge of the lifespan human development |  |  |  |
| 1. the ability to utilize listening, and problem-solving skills during interview, preliminary history taking, and comprehensive vision rehabilitation assessment to formulate an effective treatment plan |  |  |  |
| 1. the ability to design, select and implement appropriate methods and materials for comprehensive vision rehabilitation therapy assessments and training |  |  |  |
| 1. the ability to create and modify lesson plans that contain appropriate goals, objectives, and task analysis based on interpretation of assessment results |  |  |  |
| 1. the ability to adjust and modify lesson plans according to the assessment of consumer needs and abilities |  |  |  |
| 1. the knowledge of vision rehabilitation therapy teaching methodologies utilized in itinerant and center-based service delivery systems |  |  |  |
| 1. the knowledge of appropriate instructional strategies for the transfer of independent living skills from the training center to the home and community environments |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. how to identify appropriate resources and referrals to accommodate diversity and differences in learning |  |  |  |
| 1. the ability to use multiple teaching strategies, i.e., problem-based learning, motivational counseling, chaining, etc. |  |  |  |
|  | **Totals** | **/11** | **/11** |

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| 1. **Psychosocial Aspects of Blindness and Vision Loss Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. the knowledge of the factors affecting an individual's adjustment to vision loss, visual impairment, and the rehabilitation process |  |  |  |
| 1. the knowledge of the impact of vision loss and visual impairment on family, friends and significant others |  |  |  |
| 1. the knowledge of the relevant theories of adjustment to vision loss [Editor’s note: theories such as Kübler-Ross, Carroll, Tuttle& Tuttle and Livneh] |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. the knowledge of the key elements necessary for the establishment of an appropriate working relationship with learners and their caregivers |  |  |  |
| 1. the knowledge of the theories of counseling techniques to facilitate adjustment to vision loss |  |  |  |
| 1. The ability to design and implement consumer-driven strategies of self-advocacy |  |  |  |
| 1. How to identify appropriate community resources and referral process for counseling services for individuals as well as families, friends, and significant others |  |  |  |
|  | **Totals** | **/7** | **/7** |

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| 1. **Individuals Who are Blind or Visually Impaired with Additional Disabilities Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of eligibility criteria for the classifications, major legislative issues, and current demographics of disability groups |  |  |  |
| 1. Knowledge of the interactive effects of physical, sensory, cognitive, social, and/or emotional disabilities upon individuals who are blind or visually impaired, their relationships and environments |  |  |  |
| 1. Familiarity with and implications of alternative mobility devices (i.e. wheelchairs, walkers, support canes) and transportation options that may be utilized by persons with visual impairment with additional disabilities |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of appropriate methods, materials, and devices for the adaptation of independent living skills by individuals who are visually impaired with additional disabilities |  |  |  |
| 1. How to identify appropriate resources and referrals for services to persons who are visually impaired with additional disabilities |  |  |  |
| 1. The knowledge and understanding of issues and resources available to assist persons with a range of disabilities |  |  |  |
| 1. The ability to assess when and how to refer consumers to other appropriate qualified specialists |  |  |  |
|  | **Totals** | **/7** | **/7** |

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| 1. **Research Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the basic language and concepts of research |  |  |  |
| 1. The ability to understand and evaluate research studies |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to obtain and apply research findings to best evidenced based rehabilitation practices for individuals who are blind or visually impaired |  |  |  |
| 1. The ability to formulate a hypothesis in order to explore the feasibility of needed research |  |  |  |
| 1. Knowledge of the ethical considerations in research |  |  |  |
| 1. Knowledge of contemporary research issues and needs in education, disability, assistive technology, and rehabilitation |  |  |  |
|  | **Total** | **/6** | **/6** |

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| 1. **Orientation and Mobility Standards** | | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** | |
| 1. Knowledge of how to select, design and implement a sequential instructional program to familiarize a blind or visually impaired learner with indoor orientation and basic mobility skills including: |  |  |  |
| 1. Basic orientation techniques |  |  |  |
| 1. Human Guide techniques [Editor’s Note : also referred to as Sighted Guide] |  |  |  |
| 1. Self-protective techniques |  |  |  |
| 1. Independent indoor movement [Editor’s note: this does not include navigation of stairs nor does it include the evaluation, prescription or instruction in the use of a support cane or long cane.] [editor note: parallel and perpendicular alignment] |  |  |  |
| 1. Systematic search patterns |  |  |  |

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|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. Seating techniques |  |  |  |
| 1. Room familiarization |  |  |  |
| 1. Sensory development techniques |  |  |  |
| 1. How to identify appropriate orientation and mobility resources |  |  |  |
| 1. Knowledge of dog guide programs, including an understanding of regulations related to public access of dog guides |  |  |  |
| 1. The ability to assess when to refer for evaluation by a Certified Orientation and Mobility Specialist |  |  |  |
|  | **Total** | /11 | /11 |

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| 1. **Employment Related Skills Standards** | | | |
| The faculty provides directed learning experiences that enable candidates to demonstrate: | **Documents Submitted** | **Met** | **Not Met** |
| 1. Knowledge of the appropriate instructional strategies for the transfer or integration of independent living skills from the rehabilitation setting to the employment environment |  |  |  |
|  | **Documents Submitted** | **Met** | **Not Met** |
| 1. The ability to perform a job analysis of the learner's workplace, taking into consideration ergonomics, modifications and assistive technology needed to perform assigned duties |  |  |  |
| 1. The ability to assess when to refer a consumer to a vocational rehabilitation counselor |  |  |  |
| 1. How to identify appropriate resources and skills related to job search activities, i.e. applications, interview skills, resumes, online sites, follow-up skills |  |  |  |
|  | **Total** | /4 | /4 |

List of Members of Institution’s Self-Study Committee:

Date Self-Study Completed: