

HEAC STANDARDS APPROVED 5-27-2020

AERAC APPROVED 6-18-2020

Curricular Standards: Orientation and Mobility Specialists

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I. Medical Aspects of Blindness and Visual Impairment

| Standards | Documents Submitted | Committee Decision | | |
|---|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. ocular visual impairments and the effects of these impairments on visual functioning. | | | | |
| b. neurological visual impairments and their affects upon visual functioning. | | | | |
| c. the roles and functions of low vision clinics. | | | | |
| d. the resources and devices used for low vision services. | | | | |
| e. hearing impairments and their impact on auditory functioning and communication. | | | | |
| f. health conditions and disabilities that may impact function. | | | | |
| g. roles of the professionals involved in the health care and rehabilitation of persons with varying disabilities. | | | | |
| | Total Standards Met | ___/7 | ___/7 | ___/7 |

II. Sensory Motor Functioning

| Standards | Documents Submitted | Committee Decision | | |
|---|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the basic development, anatomy, physiology, perceptual processes, and training of each sensory system (visual, auditory, vestibular, kinesthetic, touch, olfactory, proprioceptive) and the interrelationships of these systems. | | | | |
| b. the common pathologies associated with each sensory system and the implications for orientation and mobility. | | | | |
| c. perception as it pertains to cognition, sensation, attention, memory, cognitive mapping, orientation, and the utilization of information conveyed through sensory stimulation. | | | | |
| d. the manner in which sensory information affects safe and efficient travel in a variety of environments. | | | | |
| e. sound measurement, classifying and quantifying hearing loss, the special auditory needs of persons with visual impairments, the use of hearing aids by persons with visual impairments, auditory training programs, and the uses of audiometric data for traffic interpretation. | | | | |
| f. the rudimentary practices used for screening of sensory function, including the use of questionnaires, functional assessment and localization tests. | | | | |
| g. the mechanics of human locomotion and the psychomotor factors influencing mobility such as sensory awareness, integration of reflexes, muscle tone, as well as problems with balance, posture, gait, endurance, strength, flexibility, agility, and coordination. | | | | |
| h. the principles of non-visual locomotion including movement theories, theories of spatial orientation, veering and its remediation. | | | | |
| | Total Standards Met | ____/8 | ____/8 | ____/8 |

III. Psych-social Aspects of Blindness and Visual Impairments

| Standards | Documents Submitted | Committee Decision | | |
|--|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the psycho-social impact of congenital and adventitious blindness. | | | | |
| b. the adjustment process that may accompany the onset of visual impairment and concomitant disabilities. | | | | |
| c. the impact of visual impairment on the family and the strategies and resources available to family members, caregivers, and support systems. | | | | |
| d. strategies and resources available to include family members, caregivers and support systems in the O&M program when supported by the learner. | | | | |
| e. the impact that motivation, fear, anxiety, self-concept, self-efficacy and social interactions have on the educational and rehabilitative processes. | | | | |
| f. the importance of establishing appropriate interaction skills and rapport with the learner and their families or significant others. | | | | |
| g. the importance of counseling the learner about setting mobility goals, choosing a mobility system, and other topics related to the use of mobility skills for daily living. | | | | |
| h. the resources that are available to assist the learner to deal with psycho-social problems that affect O&M learning or performance. | | | | |
| i. the impact on learners of socio-cultural factors, including social class identification, ethnic/racial background, and cultural group attitudes towards blindness. | | | | |
| j. society's attitudes towards blindness and visual impairments and the methods for effecting attitude change that can be utilized by both the instructor and the learner. | | | | |
| Total Standards Met | | ____/10 | ____/10 | ____/10 |

IV. Human Growth and Development over the Lifespan

| Standards | Documents Submitted | Committee Decision | | |
|--|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the principles of human development through the life span. | | | | |
| b. the typical and atypical sensorimotor development patterns of infants, children and youth with visual impairments. | | | | |
| c. the effects of visual impairments on affective, psychomotor, and cognitive development and processes. | | | | |
| d. how the developmental patterns of children with visual impairments affect the acquisition and performance of motor skills and O&M techniques. | | | | |
| e. how the aging process affects the acquisition and performance of O&M skills and techniques. | | | | |
| f. the manner in which the learner's attitudes toward O&M instruction may change over the lifespan. | | | | |
| g. the strategies and methods that are used to teach O&M to learners of all ages. | | | | |
| h. effective ways to convey information about the implications of the age-related developmental patterns associated with blindness and visual impairments over the lifespan to learners and their families, other professionals, and individuals in the community. | | | | |
| | Total Standards Met | ___/8 | ___/8 | ___/8 |

V. Concept Development

| Standards | Documents Submitted | Committee Decision | | |
|--|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the role that body image, spatial, temporal, positional, directional, and environmental concepts have in purposeful movement. | | | | |
| b. the effects of visual impairment and blindness on concept development and the manner in which persons with visual impairment acquire and utilize conceptual information. | | | | |
| c. the manner in which concept development is incorporated into O&M assessments, designing and implementing O&M programs, and evaluating the learners' progress. | | | | |
| d. the manner in which cognitive and related disabilities affect the acquisition and utilization of concepts by learners with visual impairment. | | | | |
| e. the methods and strategies used to adapt concept development instruction for learners with cognitive and related disabilities. | | | | |
| f. the value of communicating information about the relationship between concept development and visual impairment to families and significant others, and to other professionals involved in the learner's special education or rehabilitation program. | | | | |
| | Total Standards Met | ___/6 | ___/6 | ___/6 |

VI. Multiple Disabilities

| Standards | Documents Submitted | Committee Decision | | |
|---|----------------------------|--------------------|--------------------|--------------------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the effects of myriad impairments (e.g. sensory, physical, cognitive, communication, health related) on O&M. | | | | |
| b. the effects of deaf-blindness on communication, orientation, and mobility. | | | | |
| c. the environmental demands and travel environments that affect the mobility of learners with multiple impairments. | | | | |
| d. the unique assessment and instructional needs of learners with multiple impairments and learners who are deaf-blind. | | | | |
| e. approaches to instruction for learners with multiple impairments and learners who are deaf-blind (e.g. the multidisciplinary, interdisciplinary, and transdisciplinary teaming models). | | | | |
| f. the instructional strategies and methods used, including the use of specialized communication systems, modes, devices and adapted mobility systems and devices, for teaching learners with multiple impairments and learners who are deaf-blind. | | | | |
| | Total Standards Met | <u> </u> /6 | <u> </u> /6 | <u> </u> /6 |

VII. Systems of Orientation and Mobility

| Standards | Documents Submitted | Committee Decision | | |
|--|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. the use of the long cane as a mobility system. | | | | |
| b. the different types of long canes, cane tips, adapted canes, and adaptive mobility devices, and their strengths and limitations as travel tools considering individual travel needs and travel environments. | | | | |
| c. the techniques used to determine specifications for canes, adapted canes, and adaptive mobility devices. | | | | |
| d. the construction, assembly, and maintenance of the long cane and adaptive mobility devices, the nomenclature of the cane and its parts, resources for procuring long cans and other devices, and maintaining and repairing canes and adaptive mobility devices. | | | | |
| e. the dog guide as a mobility system, the methods and strategies for providing orientation assistance to a dog guide user, and the process for making referrals to dog guide training centers. | | | | |
| f. electronic travel aids (ETAs) and electronic orientation aids (EOAs) and their use and application as a secondary mobility system, their classification, and the basic principles of operating commercially available devices. | | | | |
| g. optical and non-optical devices and their use and application as a supplementary mobility system; their classification, their basic principles of operation and the various ways persons with visual impairments can use these devices in travel environments. | | | | |

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| <p>h. the use of ambulatory aids such as support canes, walkers, crutches, and wheelchairs, powerchairs and scooters and the manner in which these devices are used by persons with visual impairment.</p> | | | | |
| <p>i. the relative advantages and disadvantages of the various mobility systems, aids and devices (e.g. long cane, dog guides, human guides, ETAs, EOAs, optical and non-optical devices).</p> | | | | |
| | <p>Total Standards Met</p> | <p>____/9</p> | <p>____/9</p> | <p>____/9</p> |

VIII. Orientation and Mobility Skills and Techniques

| Standards | Documents Submitted | Committee Decision | | |
|--|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. human guide techniques and their applications (e.g. position, grip, transferring sides, narrow passageways, accepting or refusing assistance, doorways, stairways, and seating). | | | | |
| b. basic skills in O&M and their applications (e.g. self-protective and positional techniques, trailing techniques, squaring-off, direction taking, and locating dropped objects). | | | | |
| c. cane techniques and their applications in indoor and outdoor environments (e.g. diagonal and touch technique, stair technique, touch technique modifications, including three-point touch, touch and slide, touch and drag, constant contact technique, and shorelining). | | | | |
| d. techniques for using adaptive mobility devices for children and adults in indoor and outdoor environments and determining their appropriateness regarding the needs and strengths of individual learners. | | | | |
| e. methods used to handle the long cane (e.g. grasp, placement, manipulation; object contact, handling the cane when switching from one side of a human guide to another). | | | | |
| f. techniques used for familiarization to indoor and outdoor environments (e.g. use of primary and secondary landmarks, clues, cues, search patterns, numbering systems). | | | | |
| g. orientation skills (e.g. familiarization, self-familiarization, route planning, direction taking, distance measurement and estimation, map skills, utilization of compass directions, recovery techniques). | | | | |

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| h. Skills and strategies for indoor travel environments, outdoor travel environments such as residential, small business and business districts (e.g. analysis and identification of intersections and traffic patterns, traffic control devices, techniques for crossing streets, numbering systems), mall travel and travel in rural areas. | | | | |
| i. O&M skills and techniques used for non-driver education (e.g. hiring a driver, Uber or Lyft, public transportation: cab bus, train, metro). | | | | |
| j. O&M skills and techniques used to negotiate public conveyor systems (e.g. elevators, escalators, moving sidewalks, and revolving doors). | | | | |
| k. modifications to O&M skills and techniques that are needed for night travel. | | | | |
| l. modifications to O&M skills and techniques that are needed for travel in various types of adverse weather conditions. | | | | |
| m. modifications to O&M skills and techniques that are appropriate for learners with unique individual needs. | | | | |
| n. skills and strategies for accessing computer-based mapping systems, on-line directories and itinerary planning for buses, flights and trains. | | | | |
| Total Standards Met | | ___/14 | ___/14 | ___/14 |

IX. Instructional Methods, Strategies, and Assessment

| Standards | Documents Submitted | Committee Decision | | |
|--|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| The university provides learning experiences designed to enable the candidate to demonstrate knowledge and understanding of: | | | | |
| a. approaches to instruction for learners with visual impairments (e.g. the multidisciplinary, interdisciplinary and transdisciplinary teaming models). | | | | |
| b. basic principles of learning theory, including: classical conditioning, operant conditioning, cognitive theory, social cognitive, memory and information processing, guided and discovery learning, and the manner in which these theories relate to O&M instruction. | | | | |
| c. media and materials that are used to support O&M instruction, (e.g., visual, tactile, and auditory maps and models, graphic aids, audio recorded information and computer-based tools). | | | | |
| d. Proficiency in designing and producing instructional materials, and knowledge of the resources for obtaining commercially available media and materials. | | | | |
| e. strategies and methods used to select, design, and implement non-clinical procedures for assessment and instruction in the use of sensory information in travel environments. | | | | |
| f. strategies and methods used to design and implement instructional programs using the optical and non-optical devices recommended by eye care professionals for use in travel environments. | | | | |
| g. strategies and methods used to assess environments for accessibility and safety. | | | | |
| h. strategies and methods used to analyze and select environments for introducing, developing, and reinforcing O&M skills and techniques. | | | | |
| i. the considerations involved in selecting appropriate monitoring strategies and instructor position for effective assessment, instruction and safety as the learner advances through the O&M program and applies skills in environments of various types and complexities. | | | | |

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| j. the importance of gradually increasing distances between the instructor and the learner as the learner progresses from early learning situations when skills are introduced to advanced learning when skills are applied to environments of various types and complexities. | | | | |
| k. the use of "drop-off" lessons for the assessment of O&M skills, and the strategies and methods for selecting, designing, and implementing "drop-off" lessons. | | | | |
| l. strategies and methods used to develop and conduct "solo" (independent) lessons and independent travel experiences. | | | | |
| m. the strategies and methods used to communicate with learners about instructional travel experiences in which the distance between the instructor and the learner is not in close proximity. | | | | |
| n. the role of audiologist, rehabilitation counselor, vision rehabilitation teacher, special education teacher, adapted physical education teacher, occupational therapist, physical therapist, social worker, and other related professionals who may be involved in interdisciplinary, multidisciplinary, or transdisciplinary programming, assessment and instruction. | | | | |
| o. analyzing and interpreting assessment reports from related professional fields and utilizing information in these reports in conjunction with standardized and non-standardized O&M assessment instruments. | | | | |
| p. appropriate procedures used to assess the impact of skills (e.g. cognitive, motor, sensory, communication) as they relate to O&M foundational areas. | | | | |
| q. strategies and methods used to analyze, interpret, and utilize O&M assessment information for selecting, designing, and implementing O&M programs consistent with the learner's individual needs. | | | | |
| r. strategies and methods for using assessment information to maintain ongoing evaluation of the learner's progress and implement program modifications as needed. | | | | |
| s. strategies and methods used to conduct O&M assessments and instruction in a range of settings. | | | | |

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| t. strategies and methods used to conduct assessments, and to select, design, and implement O&M instruction that accommodates cultural and lifestyle differences. | | | | |
| u. strategies and methods used to evaluate the effects of health conditions, physical impairments and sensory impairments on orientation and on mobility. | | | | |
| v. strategies and methods used to determine the impact of sensory motor functioning on O&M. | | | | |
| w. strategies and methods used to determine the impact of psychosocial aspects on O&M instruction. | | | | |
| x. strategies and methods used to determine the impact of human growth and development over the lifespan for planning and implementing O&M instruction. | | | | |
| y. strategies and methods used to assess concept development, and to select, design, and implement instruction that is consistent with the learner's O&M needs. | | | | |
| z. foundational strategies and methods used to assess and instruct learners who are deaf-blind. | | | | |
| a.a. ability to read standard uncontracted braille, whole word contractions, and numbers. | | | | |
| b.b. brief overview of contracted braille. | | | | |
| c.c. ability to produce standard uncontracted braille with whole word contractions, and numbers electronically and with a Perkins Braille and a slate and stylus. | | | | |
| | Total Standards Met | <u> </u> /29 | <u> </u> /29 | <u> </u> /29 |

X. History and Philosophy of Orientation and Mobility

| Standards The university provides learning experiences intended to result in acquisition of knowledge relating to: | Documents Submitted | Committee Decision | | |
|---|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| a. the history of the profession of O&M as well as ongoing and new developments in the following areas: long cane and adaptive mobility devices, dog guide programs, low vision services, ETAs, electronic orientation aids, university personnel preparation programs, recruitment, personnel development and the implementation and preparation of blind O&M Specialists. | | | | |
| b. major historical events leading to the establishment of university personnel preparation programs in O&M. | | | | |
| c. the history and philosophy of educational and rehabilitation practices as they relate to O&M instruction. | | | | |
| d. the development and nature of O&M programs and services around the world. | | | | |
| e. certification standards for O&M specialists. | | | | |
| f. the Code of Ethics for O&M specialists. | | | | |
| g. history and evolution of standards for educational programs and services. | | | | |
| h. history and evolution of standards for rehabilitation programs and services. | | | | |
| i. ongoing and new developments in instructional approaches and certifications of O&M. | | | | |
| j. ongoing and new developments in O&M including long cane and adaptive mobility devices. | | | | |
| k. ongoing and new developments in dog guide programs. | | | | |
| l. ongoing and new developments in low vision services. | | | | |

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| m. ongoing and new developments in ETAs and EOAs. | | | | |
| n. ongoing and new developments in university personnel preparation programs. | | | | |
| o. strategies and methods that are used to empower learners and their families to be informed and effective consumers and advocates in educational systems. | | | | |
| p. strategies and methods that are used to empower learners and their families to be informed and effective consumers of rehabilitation systems. | | | | |
| q. strategies and methods used to advocate with consumers for quality programs and services for persons who are visually impaired. | | | | |
| | Total Standards Met | ___/17 | ___/17 | ___/17 |

XI. Professional Information

| Standards The university provides learning experiences intended to result in acquisition of knowledge relating to: | Documents Submitted | Committee Decision | | |
|--|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| a. sources of current literature pertinent to the profession of O&M. | | | | |
| b. professional organizations and their services relevant to the practice of O&M. | | | | |
| c. maintaining professional competence and staying abreast of new information and evolving trends pertinent to the profession of O&M. | | | | |
| d. basic research approaches used to study O&M. | | | | |
| e. the strengths and limitations of published literature pertinent to the practice of O&M. | | | | |
| f. environmental accessibility standards as they apply to the community, state, province, and/or nation of the practitioner. | | | | |
| g. consumer organizations (e.g. the National Federation of the Blind and the American council of the Blind), and their affect and influence relative to O&M. | | | | |
| h. major blindness agencies and organizations, (e.g. American Foundation for the Blind, American Printing House for the Blind, Foundation Fighting Blindness, Center for the Partially Sighted, and the Helen Keller National Center for Deaf-Blind Youths and Adults), and their influence on O&M practice. | | | | |
| | Total Standards Met | ___/8 | ___/8 | ___/8 |

XII. Development, Administration, and Supervision of O&M Programs

| Standards The university provides learning experiences intended to result in acquisition of knowledge relating to: | Documents Submitted | Committee Decision | | |
|--|----------------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| a. rehabilitation O&M service delivery models in a range of rehabilitation systems (e.g. residential rehabilitation center, non-residential rehabilitation center, and itinerant rehabilitation services). | | | | |
| b. educational-based O&M service delivery models in a range of educational systems (e.g. residential school programs, community based itinerant services and resource room school programs). | | | | |
| c. practice models available for O&M specialists (e.g. educational systems, rehabilitation systems, health care systems, private contracting, and independent consulting). | | | | |
| d. community, state, provincial, and/or national resources that support the effective provision of O&M programs and services. | | | | |
| e. establishment and organization of new O&M programs within educational and rehabilitative systems. | | | | |
| f. issues involved with learner safety and instructor liability. | | | | |
| g. designing O&M instructional goals, and objectives. | | | | |
| h. appropriate communication about learner's O&M programming, including goals and progress to family members and significant others. | | | | |
| i. ensuring knowledge of current privacy laws and reasons for confidentiality. | | | | |
| j. planning and conducting in-service presentations, workshops, and public education programs about topics in O&M. | | | | |
| | Total Standards Met | ____/10 | ____/10 | ____/10 |

XIII. Clinical Practice Competencies

| Standards The university provides learning experiences intended to result in acquisition of skills in: | Documents Submitted | Committee Decision | | |
|---|---------------------|--------------------|---------------|---------|
| | | Met | Partially Met | Not Met |
| a. establishing rapport and interacting with students. | | | | |
| b. evaluating the manner in which a learner with low vision uses residual vision for travel in a variety of travel environments. | | | | |
| c. designing and implementing activities, with and without optical devices to maximize the use of functional vision in a variety of travel environments. | | | | |
| d. evaluating static and dynamic sound localization. | | | | |
| e. teaching echolocation skills. | | | | |
| f. writing behaviorally stated goals and objectives based on evaluation findings that are realistic and appropriately sequenced. | | | | |
| g. planning, conducting, and evaluating lessons according to the individual's learning style, stage of development, age, and other unique personal attributes that affect learning. | | | | |
| h. planning and delivering lessons that have a stated goal, appropriate site or setting, clear instructions, and stated desired behavior or action. | | | | |
| i. obtaining, constructing, and utilizing instructional materials that are appropriate for the learner's level of functioning and the particular lesson. | | | | |
| j. designing instructional programs based on knowledge of the various means and levels of communication best suited to the learner. | | | | |
| k. observing, interpreting and analyzing lessons, and adapting lessons in accordance with learner's needs. | | | | |

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| l. providing timely and accurate feedback to the learner. | | | | |
| m. appropriately consulting with the learner, learner's family, and other personnel regarding the learner's O&M program. | | | | |
| n. modifying or adapting instruction in situations or environments that may affect an O&M lesson (e.g. adverse weather, fatigue, emotional reactions, unexpected noise, construction). | | | | |
| o. teaching learners to use their remaining senses in establishing their position, location, and direction in relationship to a variety of travel environments. | | | | |
| p. establishing and utilizing environmental concepts (e.g. reference point, clue, primary landmark, secondary landmark). | | | | |
| q. teaching kinesthetic, visual, auditory and temporal distance awareness. | | | | |
| r. teaching compass directions, and the application of compass directions to label intersections and blocks. | | | | |
| s. teaching the use of indoor and outdoor numbering systems. | | | | |
| t. teaching human guide technique. | | | | |
| u. teaching cane techniques in appropriate travel environments (e.g. diagonal, constant contact, touch technique, touch and drag, touch and slide). | | | | |
| v. teaching ascending and descending stairs with and without handrail use. | | | | |
| w. teaching use of the cane for object detection and negotiation. | | | | |
| x. teaching the use of the cane for entry and exit through doors. | | | | |
| y. teaching handling of the cane when traveling with a human guide. | | | | |
| z. teaching storage of the one piece and folding cane when not in use. | | | | |

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| aa. teaching the use of the cane for indoor and outdoor travel. | | | | |
| bb. teaching learners to identify and negotiate the location of outdoor intersections. | | | | |
| cc. teaching alignment using traffic sounds and lines of reference. | | | | |
| dd. teaching skills and concepts needed for crossing at stop sign controlled intersections. | | | | |
| ee. teaching how to evaluate gap judgment and other information for crossing non-controlled intersections. | | | | |
| ff. teaching how to negotiate street crossings with channelized traffic lanes. | | | | |
| gg. teaching procedures for crossing at traffic light controlled intersections, including those with semi and full actuation. | | | | |
| hh. teaching the detection and correct usage of accessible pedestrian signals. | | | | |
| ii. teaching travel skills to learners in complex environments (e.g. unpredictable hazards and drop offs, irregular intersections and roundabouts). | | | | |
| jj. teaching learners to negotiate service stations, parking lots, and railroad tracks. | | | | |
| kk. teaching learners self-efficacy and self-determination skills in a variety of environments. | | | | |
| ll. assisting learners to choose the most appropriate mobility system (e.g. long cane, dog guide, ETA, EOA) to meet the student's needs at a particular time. | | | | |
| mm. planning, implementing, and/or adapting lessons that incorporate the use of a dog guide, ETA, EOA) to meet the learner's needs at a particular time. | | | | |
| nn. planning, implementing and/or adapting lessons that incorporate the use of a dog guide, ETAs and EOAs.. | | | | |
| Total Standards Met | | /38 | /38 | /38 |