# Clinical or Rehabilitative Services: Orientation & Mobility for the Blind and Visually Impaired (O&M) Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

| **Standard** | **Candidate Competency** | Course Title and Number 1 | Course Title and Number 2 | Course Title and Number 3 | Course Title and Number 4 | Course Title and Number 5 | Course Title and Number 6 | Course Title and Number 7 | Course Title and Number 8 | Course Title and Number 9 | Course Title and Number 10 | Course Title and Number 11 | Course Title and Number 12 | Course Title and Number 13 | Course Title and Number 14 | Course Title and Number 15 |
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| **Program Design Standards** | | | | | | | | | | | | | | | | |
| **2** | Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates communicate effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Orientation & Mobility for the Blind and Visually Impaired (O&M) Standards** | | | | | | | | | | | | | | | | |
| **1** | Candidates demonstrate knowledge of basic laws and regulations that affect O&M services, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrate knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and have experience interpreting eye reports. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrate knowledge of the basic anatomy and physiology of the auditory system and are familiar with the components of audiological reports. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Candidates demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Candidates demonstrate knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates demonstrate knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates demonstrate knowledge of the roles of related professionals (e.g., Occupational Therapy, Physical Technical, low vision specialists, rehabilitation specialists, optometrists, teachers, and ophthalmologists) who provide relevant O&M assessment information. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)]. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate knowledge of the relationship of O&M-related concepts to purposeful movement, the impact of visual impairment on the development of concepts, and how learners develop concepts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate knowledge of orientation skills through the use of environmental features. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate knowledge of spatial organizational skills using cognitive mapping and spatial updating. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate knowledge of the strategies for orienting a dog guide handler to a new environment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Device. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates demonstrate knowledge of the principles of vision development as they apply to visual efficiency training. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates demonstrate knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates demonstrate knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners’ sensory skills. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11** | Candidates demonstrate knowledge of pertinent aspects of ADA (Americans with Disabilities Act), white cane laws, IDEA (Individuals with Disabilities Education Act), Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12** | Candidates demonstrate knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Candidates demonstrate knowledge of strategies to assist learners during the process of adjustment to visual impairment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |