REHABILITATION AND HABILITATION
OF THE VISUALLY IMPAIRED
Teach Fundamental Orientation and
Mobility as it relates to blind and
visually impaired adults

level: 5
credit: 4
planned review date: October 2005
sub-field: Human Services
purpose: This unit standard is designed for workplace training of Fundamental Orientation and Mobility instructors in the field of blindness or vision impairment.

People credited with this unit standard are able to:
- demonstrate knowledge of Fundamental Orientation and Mobility discipline, strategies, and variation techniques for teaching guiding and independent travel skills;
- teach guiding and independent travel skills;
- and produce, evaluate, and utilise orientation aids.

entry information: Prerequisite: Unit 1820, Demonstrate the skills required to assist a person with blindness or vision impairment to travel, or demonstrate equivalent knowledge and skills.

accreditation option: Evaluation of documentation and visit by NZQA, industry and teaching professional in the same field from another provider.

moderation option: A centrally established and directed external moderation system has been set up by Community Support Services Industry Training Organisation.

special notes: The following apply to the performance criteria of all elements in this unit standard:
All activities must comply with the policies, procedures, ethical codes and standards, and requirements of the organisations involved.
All activities must comply with the relevant cultural, legislative and/or regulatory requirements including the rights and responsibilities outlined in Code of Health and Disability Services Consumers’ Rights 1996, and the Health and Safety in Employment Act 1992, and their subsequent amendments.

2 Definitions
Organisational standards refers to the procedures regarded as effective practice by the Royal New Zealand Foundation for the Blind (RNZFB) or equivalent professional organisations, and includes compliance with in-house rules and regulations, and specific data collection systems, and industry texts. Consumer refers to an individual who meets current RNZFB or equivalent professional organisation membership criteria.
Blindness, visual impairment, and vision impairment refer to the functional state of meeting current definitions of membership of the RNZFB or equivalent professional organisations. Workplace refers to the RNZFB or equivalent professional organisation contexts of service delivery. Short indoor route refers to a route which takes less than half an hour to complete.

3 Assessment information
The knowledge and skills evidence in this unit standard must be consistent with current industry texts and documented RNZFB or equivalent professional organisation competency criteria.
The assessment must ensure the privacy and rights of people who have disabilities will be respected at all times.
The context of the skill assessment should be a safe indoor environment. Routes must be able to be accomplished in one session of less than ½ hour.
Elements and Performance Criteria

**element 1**

Demonstrate knowledge of Fundamental Orientation and Mobility discipline.

**performance criteria**

1.1 Terms are defined and distinguished between in accordance with organisational standards.

Range: terms must include but are not limited to - orientation, mobility, Orientation and Mobility, specialist, Fundamental Orientation and Mobility.

1.2 Professional boundaries of people working in Fundamental Orientation and Mobility education are explained in accordance with organisational standards.

Range: specialist, generic disability worker, Indoor Orientation and Mobility.

1.3 Strategies for teaching Fundamental Orientation and Mobility are described in accordance with organisational standards.

Range: descriptions must include but are not limited to - reinforcement, prompting, chaining, success orientation, task analysis.

1.4 The purpose and use of travel aids used for Fundamental Orientation and Mobility are described in accordance with organisational standards.

Range: canes, guide dogs, electronic aids, sunglasses, monoculars, maps, models.
element 2

Demonstrate strategies for teaching guiding skills and variations to basic guiding techniques, and teach guiding skills and variations to basic guiding techniques.

**performance criteria**

2.1 Strategies for teaching basic guiding skills are demonstrated, and basic guiding skills are taught in accordance with organisational standards.

Range: includes but is not limited to - position and grip, reverse directions, transferring sides, narrow passageways, accepting and refusing assistance, stairs, doorways, seating, guiding two or more people.

2.2 Strategies for teaching variations to basic guiding techniques are demonstrated, and variations to basic guiding techniques are taught in accordance with organisational standards.

Range: includes but is not limited to – guide dog users, children, aged, wheelchair users, deafblind.

element 3

Demonstrate strategies for teaching independent travel, and teach independent travel.

**performance criteria**

3.1 Strategies for teaching self protective techniques are demonstrated, and self protective techniques are taught in accordance with organisational standards.

Range: evidence is required for at least two techniques.

3.2 Strategies for teaching positional techniques are demonstrated, and positional techniques are taught in accordance with organisational standards.

Range: evidence is required for at least two techniques.
3.3 Strategies for teaching a systematic search technique are demonstrated, and a systematic search technique is taught in accordance with organisational standards.

3.4 Strategies for teaching room familiarisation techniques are demonstrated, and room familiarisation techniques are taught in accordance with organisational standards.

Range: evidence is required for at least three techniques.

3.5 Methods for requesting and providing verbal directions are taught in accordance with organisational standards.

Range: guidelines - evidence is required for the clockface method and least two others; evidence is required for landmarks or clues for six different sensory areas.

element 4

Produce, evaluate, and test orientation aids for Fundamental Orientation and Mobility.

Range: evidence is required for at least two orientation aids.

performance criteria

4.1 Orientation aids for a short indoor route are produced in accordance with organisational standards.

4.2 Orientation aids are evaluated in accordance with organisational standards.

Range: evaluation of - purpose, advantages, limitations.

4.3 Orientation aids are trialled over a short indoor route in accordance with organisational standards.
Comments on this unit standard

Please contact the Community Support Services Industry Training Organisation enquiries@cssito.org.nz if you wish to suggest changes to the content of this unit standard.

Please Note
Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0024 which can be accessed at http://www.nzqa.govt.nz/site/framework/search.html.