Title	Analyse and explain education/rehabilitation theories/strategies relevant to the provision of vision impairment services

Level	7	Credits	8

Purpose	People credited with this standard are able to: explain selected education/rehabilitation theories and related tools and techniques relevant to the provision of vision impairment services; analyse factors influencing the choice of education/rehabilitation strategies relevant to the provision of vision impairment services; and explain the application of an education/rehabilitation theory/strategy when developing an education/rehabilitation plan to provide vision impairment services.

Classification	Health, Disability, and Aged Support > Sensory Support

Available grade	Achieved

Guidance Information

1   Recommended skills and knowledge: Unit 29607, *Incorporate culturally appropriate responsive processes when working with people who have a vision impairment, or demonstrate equivalent skills and knowledge.*

2   Recognised reference texts and research include but are not limited to:
Bevan-Brown, J., Berryman, M., Hickey, H., MacFarlane, S., Smiler, K., & Walker, T. (2015). *Working with Māori children with special education needs: He mahi whakahirahira.* Wellington: NZCER Press.
Carrington, S., & MacArthur, J. (2012). *Teaching in inclusive school communities.* Milton: John Wiley & Sons, Australia.
Churchill, R., Godinho, S., Johnson, N., Keddie, A., Letts, W., Lowe, J., Mackay, J., McGill, M., Moss, J., Nagel, M., Shaw, K., Ferguson, P., Nicholson, P., & Vick, M. (2016). *Teaching: Making a difference* (Rev. 3rd ed.)*.* Milton: John Wiley & Sons, Australia.
Higgins, N., MacArthur, J., & Kelly, B. (2009), 'Including disabled children at school: is it really as simple as 'a, c, d'?', *International Journal of Inclusive Education*, *13*(5), 471-487.
Higgins, N., Phillips, N., & Cowan, C. (2013), 'Eighty years of growing up kāpo (blind) Māori: What can we learn about inclusive education in New Zealand?, *International Journal of Inclusive Education, 17*(8), 812-826.
Holbrook, M.C., & Koenig, A.J. (2000). *Foundations of education: History and theory of teaching children and youths with visual impairments: Vol I.* (2nd ed.). New York: AFB Press.

Koenig, A.J. & Holbrook, M.C. (2000). *Foundations of education: Instructional Strategies for teaching children and youths with visual impairments: Vol 2.* (2nd ed.). New York: AFB Press.

Le Va, (2014). *Organisational guidelines for disability support services: Working with Pasifika people with disabilities and their families.* Available at www.leva.co.nz/download/asset/949.

Ministry of Education (2016). *IEP online.* Retrieved May 27, 2016, from http://seonline.tki.org.nz/IEP.

Ministry of Health. (2014). *'Ala Mo'ui: Pathways to Pacific Health and Wellbeing* 2014–*2018*. Wellington: Ministry of Health. Available at http://www.health.govt.nz/publication/ala-moui-pathways-pacific-health-and-wellbeing-2014-2018.

Ministry of Health. (2014). *He Korowai Oranga – Māori Health Strategy*. Wellington: Ministry of Health. Available at http://www.health.govt.nz/our-work/populations/maori-health/he-korowai-oranga

Ministry of Health. (2001). *The New Zealand Disability Strategy.* Wellington: Ministry of Health.Available at http://www.odi.govt.nz/nzds/

Ministry of Health (2013). *New Zealand framework for dementia care.* Wellington: Ministry of Health. Available at http://www.health.govt.nz/publication/new-zealand-framework-dementia-care.

Moore, J.E., Graves, W.H., & Patterson, J.B. (Eds.). (1997). *Foundations of rehabilitation counseling with persons who are blind or visually impaired.* New York: AFB Press.

Te Pou o Te Whakaaro Nui (2014). *Let's get real: Real skills for people working in disability, a framework*. Auckland: Te Pou o Te Whakaaro Nui. Available at http://www.tepou.co.nz/resources/lets-get-real-disability-a-framework/530.

UN Convention on the Rights of Persons with Disabilities 2006. Available at http://www.un.org/disabilities/convention/conventionfull.shtml.

UN Declaration on the Rights of Indigenous Peoples 2007. Available at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Waitangi Tribunal Te Tiriti o Waitangi 1840. Available at http://www.waitangitribunal.govt.nz/treaty-of-waitangi/ (This website is overarching, it should be noted that there may be different references/information/ interpretations associated with individual iwi.)

3   Definitions
Discipline refers to a professional or organisational area of practice related to the delivery of specialist services to blind, deafblind, and other people with vision impairment. Examples of disciplines are Orientation and Mobility Instruction (for adults or children), Adaptive Daily Living Instruction (for adults or children), Communication Intervention (for deafblind people), Low Vision Therapy, and Adaptive Communications Technology Instruction.
Selected education/rehabilitation theories relevant to the provision of vision impairment services refers to theories of learning and teaching (including behaviourism), and theories developed by writers such as Vygotsky, Bronfenbrenner, Piaget, Kohlberg, Knowles.

Education/rehabilitation strategies relevant to the provision of vision impairment services include: rehabilitation process, including assessment, planning, implementation, and evaluation; case management models; individual education plan process; inter-disciplinary and multi-disciplinary ways of working with others, both internal and external to the organisation; networking; working with other agencies; group and individual instruction; domiciliary and centre-based instruction; use of paraprofessionals/others; professional documentation and reporting process; service transition processes; developing, writing, and implementing a customised education/rehabilitation plan.

A specific population may refer to a broad age grouping (for example, adults; children), or to a particular sub-grouping (for example, kāpō Māori, blind children; deafblind children; adults with cognitive impairments; adults with acquired vision impairment).

Tools and techniques refers to instructional tools, techniques, and sets of techniques suitable for teaching skills. Examples include task analysis; forward chaining; backward chaining; shaping; reinforcement; verbal, written, tactile, or signed direction; modelling; peer modelling; guided discovery; scaffolding; learning style identification; adjustment to blindness considerations, and whānau/hapū-based instruction.

Outcomes and performance criteria

Outcome 1

Explain selected education/rehabilitation theories and related tools and techniques relevant to the provision of vision impairment services.

Performance criteria

1.1 Broad principles of the selected theories of learning are explained as they apply to a specific population.

Range evidence relating to three theories and how each applies to a specific population is required;
evidence relating to three populations, which must include deafblindness, is required for each theory.

1.2 Related tools and techniques for teaching skills are analysed in terms of use, advantages, and potential limitations as they apply to a specific population.

Range evidence relating to four tools and techniques and how each applies to a specific population is required;
evidence relating to three populations, which must include kāpō Māori, is required for each tool and technique.

1.3 Examples of the application of tools and techniques to a particular discipline demonstrate how they can be used to teach specific skills related to that discipline.

Range examples relating to four tools and techniques in one discipline is required.

Outcome 2

Analyse factors influencing the choice of education/rehabilitation strategies relevant to the provision of vision impairment services.

Range   two practical cases of provision of vision impairment services are required.

Performance criteria

2.1   The choice of strategies is analysed in terms of the influence of each of the following factors relating to the individual, the setting, and the skill.

      Range   factors relating to individuals may include but are not limited to – functional vision, other sensory skills, cognitive skills, physical skills, age, preferences, learning style, culture;
factors relating to setting may include but are not limited to – location, whether group or individual, environment;
factors relating to skill may include but are not limited to – risk, complexity, extent to which it builds on existing skills.

Outcome 3

Explain the application of an education/rehabilitation theory/strategy when developing an education/rehabilitation plan to provide vision impairment services.

Range   the rehabilitation process or the education process, and two other theories/strategies.

Performance criteria

3.1   The application of the selected education/rehabilitation theory/strategy is explained in terms of the aspirations and needs of the person receiving the identified vision impairment service.

3.2   The application of the selected education/rehabilitation theory/strategy is explained in terms of how a service plan is developed in collaboration with the person receiving the vision impairment service.

3.3   The application of the selected education/rehabilitation theory/strategy is explained in terms of how services are co-ordinated in accordance with the agreed service plan.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 September 2016	December 2023
Review	2	26 August 2021	December 2023

Consent and Moderation Requirements (CMR) reference	0024

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.