

<b>Title</b>	<b>Demonstrate knowledge of Orientation and Mobility (O&amp;M) theory and instructional strategies</b>		
<b>Level</b>	<b>7</b>	<b>Credits</b>	<b>12</b>

<b>Purpose</b>	<p>People credited with this standard are able to demonstrate knowledge of O&amp;M and O&amp;M instruction in terms of: historical development, current status, and O&amp;M specialists' demographics; movement, sensory, and concept development, and related assessment and teaching strategies for improving these and their use in relation to O&amp;M; the provision of O&amp;M services in New Zealand for people with a vision impairment; the implications of the functional effects of additional impairments on O&amp;M instruction; evaluation strategies, teaching strategies, adaptive materials or equipment and resource development needs for a theoretical person in relation to O&amp;M instruction. They are able to develop a plan from assessment(s) for a theoretical person in relation to O&amp;M instruction; demonstrate knowledge of professional issues relevant to O&amp;M specialists; and describe current publications, specialist resources, and research in O&amp;M for people with a vision impairment.</p>
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<b>Classification</b>	Health, Disability, and Aged Support > Sensory Support
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 29646, <i>Demonstrate knowledge of foundations of low vision and functional vision assessment for travelling indoors and outdoors.</i>

### Explanatory notes

- 1 Work practices must be in accordance with organisational requirements, and comply with relevant government policies, legislation, and codes which include:
  - NZ Disability Strategy, available at <http://www.odi.govt.nz/nzds/>
  - Accident Compensation Act 2001
  - Children, Young Persons, and Their Families Act 1989
  - Disabled Persons Community Welfare Act 1975
  - Health and Disability Commissioner Act 1994
  - Health Practitioners Competence Assurance Act 2003
  - Human Rights Act 1993
  - Intellectual Disability (Compulsory Care and Rehabilitation) Act 2003

- Mental Health (Compulsory Assessment and Treatment) Act 1992
- New Zealand Bill of Rights Act 1990
- Privacy Act 1993
- Protection of Personal and Property Rights Act 1988

All the above legislation is available at <http://www.legislation.govt.nz/>

- Health and Disability Commissioner Code of Health and Disability Services Consumers' Rights Regulations 1996 (The Code of Rights). Available at <http://www.hdc.org.nz/the-act--code/the-code-of-rights>
- Privacy Commissioner 2008, *Health Information Privacy Code 1994: Incorporating amendments and including revised commentary*. Available at <https://www.privacy.org.nz/assets/Files/Codes-of-Practice-materials/HIPC-1994-incl.-amendments-revised-commentary-edit.pdf>
- Pedestrian Planning and Design Guide 2009. Available at <http://www.nzta.govt.nz/assets/resources/pedestrian-planning-guide/docs/pedestrian-planning-guide.pdf>
- RTS14 – Guidelines for facilities for blind and vision impaired pedestrians 3<sup>rd</sup> Edition – May 2015, available at <https://www.nzta.govt.nz/assets/resources/road-traffic-standards/docs/rts-14.pdf>
- UN Convention on the Rights of Persons with Disabilities 2006. Available at <http://www.un.org/disabilities/convention/conventionfull.shtml>
- 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).

## 2 Definitions

*Diverse groups* are groups of people who share factors and/or indicators such as: culture, disability, severity of vision impairment, institutional care, religion or spiritual beliefs, geographic location, and socio-economic status.

*Functional effects* refers to the effects that a condition has on the completion of daily living tasks, including Orientation and Mobility.

*Lifespan stages*: Early childhood (under 5 years), childhood (from 5 years to 12 years), youth/young adulthood (from 12 years to 25 years), adulthood (from 25 years to 65 years), older adulthood (65 years and older).

*Orientation and mobility* (O&M) refers the ability to move independently, safely, and purposefully through the environment.

*Organisational standards* means the agreed best practice of the skill or technique in the New Zealand context at organisations or agencies providing services to persons with a vision or visual impairment.

*Skills and techniques* are those that are safe and taught through advice, guidance, and/or instruction in accordance with recognised texts in the field of O&M.

For assessment purposes a *theoretical person* may be created by either the assessor or the candidate. The description of the theoretical person includes age, gender, any additional medical conditions, ethnicity, and basic visual background information.

## 3 International organisations

*ACVREP* Academy for Certification of Vision Rehabilitation & Education Professionals

*AERBVI* Association for the Education and Rehabilitation of the Blind and Visually Impaired

<i>AFB</i>	American Foundation for the Blind
<i>CNIB</i>	Canadian National Institute for the Blind
<i>OMAA</i>	Orientation and Mobility Association of Australasia
<i>RNIB</i>	Royal National Institute of Blind People

- 4 Recognised reference texts and research include but are not limited to:
- American Foundation for the Blind (2016). *VisionAware for independent living with vision loss*. Website: <http://www.visionaware.org/>
  - Academy for Certification of Vision Rehabilitation and Education Professionals (2014). *Orientation and Mobility Specialist Certification Handbook*. Arizona: ACVREP. Available at <https://www.acvrep.org/certifications/coms>
  - Griffin-Shirley, N. & Bozeman, L. (Eds). (2016). *O&M for independent living: Strategies for teaching Orientation and Mobility to older adults*. New York: AFB Press
  - Carroll, T. J. (1961). *Blindness: what it is, what it does, and how to live with it*. Boston: Little, Brown and Company
  - Chen, D. (2014). *Essential Elements in Early Intervention: Visual impairment and multiple disabilities* (2nd ed). New York: AFB Press
  - Ferrell, K. A. & Spungin, S. J. (2011). *Reach Out and Teach: Helping your child who is visually impaired learn and grow*. New York: AFB Press
  - Goodfellow Unit (2016). *Understanding macular degeneration*. Available at <http://www.goodfellowlearning.org.nz/>
  - Knott, N. I. (2002). *Teaching Orientation and Mobility in Schools: An instructors' companion*. New York: AFB Pres
  - Koestler, F. A. (1976). *The Unseen Minority: A social history of blindness in America*. New York: David McKay Company
  - Lieberman, L., Ponchillia, P. E., & Ponchillia, S. V. (2013). *Physical Education and Sports for People with Visual Impairments and Deafblindness: Foundations of instruction*. New York: AFB Press
  - Merck & Co.,Inc. (2016). The Merck Manual Professional Version. Website: <https://www.merckmanuals.com/professional>
  - Merck & Co.,Inc. (2016). The Merck Manual Consumer Version. Website: <https://www.merckmanuals.com/consumer>
  - Ministry of Health. (2001). *The New Zealand Disability Strategy*. Wellington: Ministry of Health. Available at: <http://www.health.govt.nz/>
  - Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M. F., Gonzales, C. M., Marsh, R. A., & Roberson-Smith, B. (2012). *Teaching age appropriate purposeful skills (TAPS): An orientation and mobility curriculum for students with visual impairments* (3rd ed). Austin, TX: Texas School for the Blind and Visually Impaired
  - Sauerburger, D. (1995). *Independence Without Sight or Sound: Suggestions for practitioners working with deaf-blind adults*. New York: AFB Press
  - Sherrill, C. (2004). *Adapted Physical Activity, Recreation and Sport: Crossdisciplinary and lifespan* (6<sup>th</sup> ed). Boston: McGraw-Hill, pp. 261-300, 332-355, 713-740
  - Bowes, A., McCabe L., Dawson, A., & Greasley-Adams, C. (2014). *Research Findings 42: Good practice in design of homes and living spaces for people living with dementia and sight loss*. London: Thomas Pockington Trust. Available at <http://pocklington-trust.org.uk/wp-content/uploads/2016/02/Good-practice-in-the-design-of-homes-and-living-spaces.pdf>

- Wiener, W., Welsh, R., & Blasch, B. (2010). *Foundations of Orientation and Mobility* (3<sup>rd</sup> ed): *Volume 1, History and Theory and Volume 2, Instructional Strategies and Practical Applications*. New York: AFB Press.

## Outcomes and evidence requirements

### Outcome 1

Demonstrate knowledge of O&M's historical development, current status, and O&M specialists' demographics.

#### Evidence Requirements

- 1.1 The scope of practice of O&M specialist is explained within one New Zealand organisation.
- 1.2 New Zealand and international history of development is explained in relation to O&M instruction.

Range must include standards and practices of – certification, development of long cane and guide dog services.

### Outcome 2

Demonstrate knowledge of movement, sensory, and concept development, and related assessment and teaching strategies for improving these and their use in relation to O&M.

Range movement – must include explanation of each of the following plus an assessment and teaching strategy for one: sensorimotor integration, reflexes, fine motor development, gross motor development, motor performance; sensory – must include explanation of each of the following plus an assessment and teaching strategy for three: visual, auditory, olfactory, tactile, gustation, vestibular, proprioceptive, kinaesthetic, haptic senses; concepts – must include explanation of each of the following plus an assessment and teaching strategy for two: body image, laterality, directionality, indoor environmental concepts, outdoor environment concepts; evidence of movement, sensory and concept development (as listed above) is required for two lifespan stages within the following groupings: group one - early childhood and childhood, group two - youth/young adulthood, group three - adulthood and older adulthood.

#### Evidence requirements

- 2.1 Principles of movement, sensory, and concept development are explained in relation to improving O&M skills and in accordance with a recognised reference text.

Range principles may include but not limited to – object recognition and detection, time-distance judgement, location identification, route planning, equipment use, making accurate turns, recognising/using slopes, environmental alignment, echolocation, Doppler Effect.

2.2 The assessment and teaching strategies for O&M are described in accordance with recognised texts.

Range includes the use of currently accepted tools, equipment, and resources.

### Outcome 3

Demonstrate knowledge of the provision of O&M services in New Zealand for people with a vision impairment.

Range evidence is required of two agencies for each of the following service categories – health services, educational services, social services, equipment and resource provision services.

### Evidence requirements

3.1 Agency's provision is explained in accordance with organisational publications.

Range must include – detail of services provided; the population it serves and the demographics and needs of this population; how the agency's services are accessed; how services are delivered.

### Outcome 4

Demonstrate knowledge of the implications of the functional effects of an additional impairment on O&M instruction.

Range must include – functional effects of diabetes, epilepsy, and one example from each of – physical impairment, cognitive impairment, multiple impairments, hearing impairment, traumatic brain injury, cardiovascular issue.

### Evidence requirements

4.1 Possible medical and physical limitations of the additional impairment, their relationship, and the appropriate response, are explained in relation to O&M instruction.

Range must include responses to – insulin reaction, seizures, heart attacks, illness or fatigue, effects of medication.

4.2 The functional effects of a hearing impairment are explained in accordance with a recognised reference text.

Range must include – a description of the basic anatomy and physiology of the auditory system and the components of audiological reports.

## Outcome 5

Demonstrate knowledge of evaluation strategies, teaching strategies, adaptive materials or equipment, and resource development needs, for a theoretical person in relation to O&M instruction.

Range evidence is required for five theoretical persons who must represent five different diverse groups, which must include – deafblind, kāpō Māori; evidence must include two lifespan stages.

### Evidence requirements

- 5.1 Identified evaluation strategies are explained in terms of how they meet the O&M needs of the theoretical person with a vision impairment.
- 5.2 Identified teaching strategies are explained in terms of how they meet the O&M needs of the theoretical person with a vision impairment.
- 5.3 Identified adaptive materials or equipment are explained in terms of how they meet the O&M needs of the theoretical person with a vision impairment.
- 5.4 Identified resource development needs are explained in terms of how they meet the O&M needs of the theoretical person with a vision impairment.
- 5.5 Explanations of evaluation strategies, teaching strategies, adaptive materials or equipment, and resource development needs are in accordance with a recognised reference text.

## Outcome 6

Develop a plan from O&M assessment(s) for a theoretical person in relation to O&M instruction.

Range plan includes – description of assessment, obtaining and interpreting medical, education and rehabilitation reports, interviewing the family/whanau, selecting appropriate O&M assessment tools, materials, activities, and settings, setting overall O&M goal and objectives, and preparation of lesson plans; plans required for five theoretical persons who must represent five different diverse groups, which must include – deafblind, kāpō Māori; evidence must include two life-span stages.

### Evidence requirements

- 6.1 The plan meets the O&M needs of a theoretical person with a vision impairment.
- 6.2 The plan is in accordance with a recognised reference text.

**Outcome 7**

Demonstrate knowledge of a professional issue relevant to O&M specialists.

Range professional issue may include – scope of practice within New Zealand and internationally, professional codes of ethics, certification, service delivery issues, training and workforce issues, demographics of persons with a vision impairment, private contracting, professional accreditation and licensure internationally;  
evidence is required of three issues.

**Evidence requirements**

7.1 Professional issue is described in accordance with a research article, recognised professional document or support network document.

**Outcome 8**

Describe current publications, specialist resources, and research in O&M for people with a vision impairment.

Range must include – Journal of Vision Impairment and Blindness, British Journal of Vision Impairment, AERBVI, AFB, CNIB, RNIB, VisioAware, ACVREP, Guide Dog Services;  
must include – explanation of where to locate each item.

**Evidence requirements**

8.1 The described publication/resource/research is recognised by a relevant organisation or O&M body, or published O&M researcher.

<b>Planned review date</b>	31 December 2021
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	17 November 2016	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact Careerforce, the Community Support Services Industry Training Organisation Limited, [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.