

<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>
----------------	--

<b>Classification</b>	Health, Disability, and Aged Support > Sensory Support
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

**Guidance Information**

- 1 Recommended skills and knowledge: Unit 29646, *Demonstrate knowledge of foundations of low vision and functional vision assessment for travelling indoors and outdoors.*
- 2 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).

### 3 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.

### 4 International organisations

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

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

*AFB* American Foundation for the Blind

*CNIB* Canadian National Institute for the Blind

*OMAA* Orientation and Mobility Association of Australasia

*RNIB* Royal National Institute of Blind People

- 5 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 performance criteria

### Outcome 1

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

#### Performance criteria

- 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.

#### Performance criteria

- 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.

### Performance criteria

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.

### Performance criteria

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.

**Performance criteria**

- 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.

**Performance criteria**

- 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.

### Performance criteria

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.

### Performance criteria

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

**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	17 November 2016	31 December 2023
Review	2	26 August 2021	31 December 2023

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
--	------

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