

Title	Conduct individualised Orientation and Mobility (O&M) instruction across a range of environments		
Level	7	Credits	54

Purpose	People credited with this standard are able to, in relation to O&M: establish and maintain effective communication and professional relationships when providing services; carry out assessment and develop an individualised instruction plan for a person with a vision impairment, and teach elements of instruction across a range of familiar and unfamiliar environments to this person; monitor the movement and O&M skills of a person with a vision impairment in potentially dangerous situations, and intervene as appropriate to ensure safety; and demonstrate ethical behaviour.
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Classification	Health, Disability, and Aged Support > Sensory Support
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Available grade	Achieved
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Guidance Information

- 1 Recommended skills and knowledge: Unit 29647, *Demonstrate knowledge of Orientation and Mobility (O&M) theory and instructional strategies.*
- 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>

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

3 Definitions

Functional vision is the ability to use vision in planning and performing a task (Corn & Erin, 2010, p. 925).

Functional vision assessment is an assessment of an individual's use of vision in a variety of tasks and settings, including how near and distance vision, visual fields, eye movements, and responses to specific environmental characteristics such as light and colour are used to plan or perform a task using vision. The assessment report includes recommendations for instructional procedures, modifications and adaptations, and additional tests. (Corn & Erin, 2010).

Current functional vision is the result of functional vision assessment carried out on at the current time, in the current location, in current light conditions.

Life span 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).

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.

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

Person refers to the individual with a vision impairment who is receiving O&M services such as instruction or assessment.

Skills and techniques are those that are taught through instruction in accordance with recognised texts in specialist subjects.

4 Recognised reference texts and research include but are not limited to:

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

Chen, D. (2014). *Essential Elements in Early Intervention: Visual impairment and multiple disabilities* (2nd ed). New York: AFB Press

Corn, A.L., & Erin, J.N. (Eds.) (2010). *Foundations of low vision: Clinical and functional perspectives* (2nd ed). New York: AFB Press

Bright, K., & Cook, G. (2010). *The colour, light and contrast manual: Designing and managing inclusive built environments*. Chichester, United Kingdom: Wiley-Blackwell

Fazzi, D. L. & Petersmeyer, B. A. (Eds.) (2001). *Imagining the Possibilities: Creative approaches to orientation and mobility instruction for persons who are visually impaired*. New York: AFB Press

Hill, E. & Ponder, P. (1976). *Orientation and Mobility Techniques: A guide for the practitioner*. New York: AFB Press

Jacobson, W. H. (2013). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments*. New York: AFB Press

Knott, N. I.(2001). *Teaching Orientation and Mobility in Schools: An instructors' companion*. New York: AFB Press

La Grow, S.J., & Long, R.G. (2011). *Orientation and Mobility: Techniques for independence* (2nd ed). Alexandria, VA: AER Publications

Levack, N. (1994). *Low Vision: A resource guide with adaptations for students with visual impairment*. Austin, TX: Texas School for the Blind and Visually Impaired

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

Lueck, A. H. (Ed.) 2004. *Functional vision: A practitioner's guide to evaluation and intervention*. New York: American Foundation for the Blind

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/>

Ministry of Health. (2014). *He Korowai Oranga – Māori Health Strategy*. Wellington: Ministry of Health. Available at: <http://www.health.govt.nz/>

Ministry of Health. (2008). *Pacific peoples' experience of disability: A paper for the Pacific Health and Disability Action Plan Review*. Wellington: Ministry of Health. Available at: <https://www.health.govt.nz/system/files/documents/publications/pacific-peoples-experience-of-disability-may08.pdf>

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

Pogrud, 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. (1993). *Independence Without Sight or Sound: Suggestions for practitioners working with deaf-blind adults*. New York: AFB Press

Wiener, W., Welsh, R., & Blasch, B. (2010). *Foundations of Orientation and Mobility: Volume 1, History and Theory* (3rd ed). New York: AFB Press

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

- 5 All assessment and instruction must be based on the actual and potential capabilities of the person with vision impairment.
- 6 It is expected that, where possible, the instruction plans developed for outcome 3 and the teaching carried out for outcome 4 are based on the assessments resulting from outcome 2, and for the same individuals throughout. Evidence is required of eight people in total selected to meet these requirements: the eight people must represent at least three life span stages, three must involve the person together with their family/whānau, at least one person must be from a background which is culturally and/or linguistically different from the candidate's own, and at least one person must have only light perception, or be totally blind. The evidence of effective communication and maintenance of professional relationships (Outcome 1) is intended to be overarching and observed across all outcomes.
- 7 Outcome 5 must be assessed in all examples for outcomes 2 and 4.

Outcomes and performance criteria

Outcome 1

Establish and maintain effective communication and professional relationships when providing an orientation and mobility service.

Range relationships must include – the person with vision impairment, their family/whānau, colleagues, supervisor;
service provided may include but is not limited to – instruction, assessment, planning.

Performance criteria

- 1.1 Communication channels are established and maintained and incorporate processes and protocols in accordance with the social, cultural, linguistic needs, views of disability, and the cultural competencies of the person or group with whom communication is undertaken.
- 1.2 Professional relationships are established and maintained and are in accordance with the organisation's code of conduct and/or a code of ethics for O&M specialists.

Outcome 2

Carry out O&M assessment for a person with a vision impairment.

Range assessment includes – observational data about the person's use of their available senses when performing O&M techniques and skills.

Performance criteria

- 2.1 The assessment plan is developed in accordance with organisational standards.
- 2.2 The assessment is conducted in accordance with organisational standards and/or recognised O&M texts.
- 2.3 The report of synthesized assessment findings is in accordance with organisation standards and relevant texts.
- 2.4 Need for subsequent O&M services and instruction are determined, and are agreed upon by two interested parties, based on results and recommendations made.

Range interested parties may include but are not limited to – the person, their family/whānau, and members of the intervention/education/rehabilitation team.

Outcome 3

Develop an individualised O&M instruction plan for a person with a vision impairment.

Range the plan includes – potential and relevant training areas which have been previewed and analysed in relation to environmental access, the client's O&M skills and techniques, and available landmarks and sensory cues; training areas may include but are not limited to – home, school, work or community.

Performance criteria

- 3.1 The O&M plan is developed and is informed by relevant records and assessment reports on the person and their impairment.
- Range training areas may include but are not limited to – home, school, work or community.
- 3.2 Any instructional materials and devices included in the plan are appropriate to the capability of the person.
- Range materials and devices may include but are not limited to – 3D/tactile/visual/auditory maps, sensory stimulation materials, adapted mobility aids, glare reduction aids.
- 3.3 Any orthopaedic device or prescribed optical aid included in the plan is suitable to the person's medical condition or functional vision as agreed by an appropriate medical practitioner.
- 3.4 Options for mobility systems in the plan are focussed on enabling the person and their family to make informed decisions about suitability for their needs.
- Range mobility systems may include but are not limited to: long cane, dog guide, electronic travel devices.
- 3.5 Sequential lessons, in relation to the person's O&M goals and capability, are developed in collaboration with the person, the family/whānau and colleagues.

Outcome 4

Teach elements of O&M instruction to a person with a vision impairment across a range of familiar and unfamiliar environments.

Range O&M elements must include:

- concepts related to independent movement and orientation (such as body image, laterality, directionality, spatial, environmental, and time-distance);
- mobility techniques, must include but are not limited to – basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems;
- orientation skills must include but are not limited to – use of cognitive processes, landmarks, cardinal directions, room, store, and community

familiarisation, address system, independent information gathering, route planning, and maps;

- use of low vision in maintaining safe and independent movement and orientation (such as the use of non-optical devices, the use of optical devices in conjunction with eye care professionals, the use of visual skills, and incorporating vision use with cane or other mobility systems);
 - use 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 kinaesthetic awareness);
 - environment may include but are not limited to: indoor, residential, outdoor, light business, airport, shopping mall, workplace, rural;
- evidence is required of a minimum of five lessons for each person and in accordance with organisational requirements.

Performance criteria

4.1 Characteristics of the lesson are confirmed by consulting with the person and/or their family/whānau.

Range characteristics must include; the person's progress, the plan and its objectives; orientation information pertinent to the objective of the lesson – which include but not limited to clues, landmarks, the shape of route, and cardinal directions; the usefulness of available sensory cues and environmental information; mastery of the element.

4.2 All resources used within the lesson are identified and accessed, and their relevance is explained in terms of the lesson's objectives and the person's needs.

4.3 Features of the lesson are adapted to match the person's needs and their emotional state.

Range features include – feedback provided to the person, pace of instruction, interventions and questioning style, sequence of instruction;
needs include but are not limited to – current functional vision; level of progress with previous lessons.

4.4 The element that is taught is related to the objectives of the lesson.

4.5 The element is taught in accordance with organisational standards.

4.6 During the lesson problem solving ability is facilitated in O&M.

Range problem solving ability may include but is not limited to – motor planning activities, orientation awareness activities, route planning, landmark identification, traffic and intersection analysis;
problem solving facilitation may include but is not limited to – the use of open questions;
evidence is required of at least one example of problem solving facilitation.

4.7 During the lesson independence is facilitated in O&M.

Range facilitation of independence may include but is not limited to – the person completing an O&M activity independently in accordance with their skill levels.
evidence is required of at least one example of facilitation of independence.

Outcome 5

Monitor the movement and O&M skills of a person with a vision impairment in potentially dangerous situations, and intervene as appropriate to ensure safety.

Range situations must include – intersections, stairs, carpark, footpaths.

Performance criteria

5.1 Own position during the lesson is in accordance with organisational safety standards.

5.2 The person's position and movement are monitored at all times in accordance with organisational safety standards.

Range position includes footing and its relationship to pathway and obstacles;
movement includes line of travel and its relationship to moving vehicles.

5.3 The person is stopped if safety is likely to be compromised.

Outcome 6

Demonstrate ethical behaviour.

Performance criteria

6.1 Behaviour is consistent with a Code of Ethics for Orientation & Mobility Specialists.

Range ACVREP code or OMMA code.

- 6.2 Organisational procedures for conduct and reporting are followed and maintained.

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

Consent and Moderation Requirements (CMR) reference

0024

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