**B.Ed. Special Education (V.I.)**

**Title of the Course: Orientation and Mobility B-11(A)**

**(Semester: IV)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

**Introduction of the Course**

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

**Learning Outcomes**

After completing the course the student-teachers will be able to

* *Describe the nature and scope of O&M as also the O&M related responsibilities of  
  the special teacher.*
* *Acquire basic knowledge of human guide techniques.*
* *Describe pre-cane and cane travel skills and devices.*
* *Get acquainted with the importance and skills of training in independent living for the  
  visually impaired.*

**Unit I: Introduction to Orientation and Mobility (6 hours)**

1. Orientation and Mobility — Definition, Importance and Scope
2. Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues,  
   Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
3. Roles of Other Senses in O&M Training

1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M  
Training

1.5 Blindfold — Rationale and Uses for the Teacher

**Unit 2: Human/ Sighted Guide Technique (6 hours)**

1. Grip
2. Stance
3. Hand Position
4. Speed Control
5. Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

**Unit 3: Pre-Cane Skills (6 hours)**

1. Upper and Lower Body protection
2. Room Familiarization
3. Using Oral Description for Orientation
4. Search Patterns
5. Building Map Reading Skills

**Unit 4: Cane Travel Techniques and Devices (6 hours)**

1. Canes — Types, Parts, Six Considerations
2. Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal  
   Cane Technique
3. Use of Public Transport
4. Asking for Help: When and How
5. Electronic Devices, Tactile and Auditory Maps — Description and Uses

**Unit 5: Training In Independent Living Skills (6 hours)**

1. Self Care, Gait and Posture
2. Personal Grooming
3. Eating Skills and Etiquette
4. Identification of Coins and Currency Notes
5. Basics of Signature Writing

**Practicum/ field engagement/Suggested Projects / Assignments (Any Two)**

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| *Undertake any two of the following*  a. Act as a sighted guide in different situations/settings.  b. Prepare a list of canes and other devices available with various sources along with prices.  c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).  d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.  e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school. |

**Essential Readings**

* Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and  
  Mobility (2nd ed.). New York: AFB Press.
* Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP,  
  North Carolina
* Dubey, S.K, (2022), Drishtibadhit Vyakti Aur Anusthiti Gyan Evam Gamyata Preshikshan, Kanishka Publishers and Distributors, New Delhi.
* Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative  
  Approaches to Orientation and Mobility Instruction for Persons who are Visually  
  Impaired.: AFB Press, New York.
* Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural  
  Areas. Christoffel Blinden Mission.
* Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's  
  Companion. AFB Press, New York.
* Smith, A.J. & Geruschat, D. R. (1996). Orientation and Mobility for Children and  
  Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low  
  Vision: Clinical and Functional Perspectives, AFB Press, New York.

**Additional Readings**

* Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London:  
  Croom Helm.
* Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB,  
  New York.
* Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to  
  Persons with Visual Impairments. AFB Press, New York.

**Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged. This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities.

**Keywords: Pre-reading,Pre Writing,Posture,Grooming,Mobility**