University of Utah  
Department of Special Education  
Instructional Management for Students with Visual Impairments (ages Birth through 21)  
SP ED 5470/6470 (USU SPED 6170)  
Course Syllabus  
3 Credit Hours  
Independent Study - Spring 2015

Instructor(s): Chris Bischke, Ph.D.  
Sandy Ruconich, Ed.D. (Assistive Technology)

Time: Wednesdays, 4:30 – 7:00  
Location: SAEC 2144  
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Phone: (801) 585-3925  
Office Hours: by appointment  
E-mail: chris.bischke@utah.edu

Multi-University Consortium Teacher Preparation Program in Sensory Impairments

Course Overview:  
This course emphasizes best practices in instructional management for children with visual impairments, in early intervention settings, preschool programs, early elementary grades as well as the older student in upper elementary through high school grades. The course teaches strategies of the development of basic concepts, socialization skills, emergent literacy, effective braille reading and writing, daily living skills, career understanding and recreation and leisure skills. Understanding agency and community resources, family collaboration, modification and adaptation of material and environments, and adapted technology will also be presented.

Course Content and Student Objectives:  
Instructional Management for Students with Visual Impairments (ages Birth thru age 22) is the methods course for preservice teachers in the field of visual impairments. Upon completion of the course, students will demonstrate the following competencies with families and children, where the children have a visual impairment:

1. Students will review and understand (a) historical foundations of education for children with visual impairments, (b) educational definitions and identification criteria, (c) issues and trends in the field of visual impairment, (d) the Utah State Special Education Regulations as they relate to early intervention/preschool children with visual impairments and to students who have visual impairments in the public schools.
2. Students will identify the effects of visual impairment on development, learning, and sensory input, including the impact of additional exceptionalities.
3. Students will discuss a variety of assessments used with students who have visual impairments, select appropriate assessments, including a Functional Vision Assessment, Learning Media Assessment, developmental assessments, expanded core curriculum assessments, alternative assessment techniques, and other educational assessments, as part of a transdisciplinary team.

4. Students will analyze and interpret assessment results, prioritize needs, design and implement early intervention strategies (home setting) including use of intervention techniques, instructional strategies, and selection and use of resource materials.

5. Students will analyze and interpret assessment results, prioritize needs, design educational strategies including the use of adaptive techniques, instructional strategies, selection and use of resource materials for students in educational settings, and options for data collection.

6. Students will understand the IFSP/IEP process and will select appropriate outcomes, goals and objectives for individual students including: Students will complete the early intervention outcome plan and k-12 instructional plans addressing IFSP and IEP goals, behavioral objectives, evaluation procedures, and activities/materials/environmental modifications. The intervention/instructional plans will also reflect strategies for infusing objectives into the infant’s daily routine and student’s daily class schedule. Students will also address team issues including the roles of paraeducators, development of appropriate educational setting, use of role models, and development of early literacy activities for users of both large print and braille.

7. Students will identify appropriate techniques linking instructional plans to the Utah State Core Curriculum, Utah Braille Core Standards for English Language Arts and Math, and the National Core Curriculum for Students with Visual Impairments. Instructional plans should reflect concrete (hands-on) learning, development of all senses, problem-solving, adaptive skills (handwriting, listening, keyboarding, technology, visual efficiency, organization skills, etc.) self-help skills, appropriate socialization skills and self-advocacy skills. Additionally, instructional plans will include specific modifications and adaptations needed (including environmental and technology needs) to promote success and independence for the student who has a visual impairment.

7. Student instructional plans will include data driven practices and will (a) be empirically validated and include specific student outcomes or behaviors; (b) identify any needed supports, prompts, modifications, adaptations, accommodations, aids, technology, etc.; (c) Identify the criterion for changing supports, prompts, modifications, etc. as appropriate; (d) Promote efficient acquisition of the skill(s); (e) include strategies for teaming with classroom teachers, paraeducators, and/or families; (f) promote generalization of the skill across environments and/or contexts. Additionally, plans will include (a) performance data collection strategies that indicates specific student outcomes or behaviors; and (b) allow the teacher to carry out error analysis and identify
potential modifications in instructional procedures and/or needed changes in accommodations, adaptations, and/or aids as appropriate

8. Students will develop plans for students who need structured behavioral and communication interventions.

9. Students will understand the transitioning process and design a transition plan for a child transitioning from preschool to kindergarten and from high school to post high school settings.

10. Students will identify the contact agency and processes for accessing Federal entitlements for specialized equipment and materials. Students will identify international, national, state and local organizations and agencies serving children with visual impairments and their families.

**Required Textbooks and Materials:**


Oregon Project Inventory Skills Packet


**Student during independent study will use own laptop to complete specific instruction/assignments during the semester. The laptop needs to be brought to class January 21st, February 11th, February 25th, March 18th, April 1st, and April 15th.**

**Recommended:**


Teaching and Learning Methods:
The course will include lecture, discussion, group activities and hands-on learning.

Policies and Expectations:
It is expected that assignments and readings will be completed outside of the scheduled class meeting times and that students and instructor will arrive prepared for each class session to participate in discussions and activities.

Class attendance is critical. **Any in-class quizzes and graded in-class activities cannot be made up if a student is absent from class.** Students are responsible for obtaining class notes, handouts, and announcements from other students in the event of an absence.

All assignments/reports are to be typed, computer generated or brailled (except for assessments where notes/documentation can be handwritten) and submitted by deadlines noted in this syllabus. Criteria for grading all written assignments will include content, writing style (grammar, sentence structure, capitalization, punctuation, and professional vocabulary), and spelling (refer to APA 6th edition). Students are responsible to adhere to all professional and ethical practices as outlined in the Department of Special Education Student Manual, and as defined by the professional organizations of CEC and AER for teachers of students with disabilities.

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:
- Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of
laptop computers in class is not allowed without the instructor’s permission.

- Adhere to the University of Utah code for student conduct.

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information... It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct available at: http://www.admin.utah.edu/ppmanual/8/8-10.html.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty/)

The Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a Vietnam veteran, disabled veteran or person with a disability. The department of Special Education seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365.

Assignments

All assignments are to be typed or computer generated and submitted by deadlines identified.

A 20% penalty will be assessed for all assignments submitted up to a week after
the due date. Assignments will not be accepted more than a week after the due date. The instructor reserves the right to alter or delete assignments - no additional assignments will be added. **No assignments will be accepted after April 22nd.**

Assignments & Rubrics:

There are two major assignments for this class-

I. A Comprehensive Student Plan
II. Activities That Support Teaching Practices

<table>
<thead>
<tr>
<th>I. Comprehensive Student Plan</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assessments &amp; Assessment Report (40 points per assessment)</td>
<td></td>
<td>200</td>
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<tr>
<td>Functional Vision Assessment</td>
<td>02/11</td>
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<td>Learning Media Assessment</td>
<td>02/25</td>
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<td>Developmental Assessment</td>
<td>03/04</td>
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<td>Assistive Technology Assessment</td>
<td>03/18</td>
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<td>Additional Assessments</td>
<td>03/18</td>
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<td>B. IEP</td>
<td>04/01</td>
<td>20</td>
<td></td>
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<tr>
<td>C. Curricular &amp; Instructional Program Plans (15 points per instructional plan)</td>
<td>04/22</td>
<td>30</td>
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<tr>
<td>D. Transition Plan - class activity</td>
<td>04/01</td>
<td>5</td>
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<tr>
<td>E. Student Needs Activity</td>
<td>04/22</td>
<td>10</td>
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Total Possible 265

<table>
<thead>
<tr>
<th>II. Activities That Support Teaching Practices</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional presentation/discussion</td>
<td>See sign-up sheet</td>
<td>20 - undergrads 40 - graduate students</td>
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<tr>
<td>TVI Observations</td>
<td>02/11</td>
<td>30</td>
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<tr>
<td>- 4 Observations (5 points per observation)</td>
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<td>- 1 Instructional Session (whole)</td>
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<tr>
<td>group/small group/one on one) (10 points)</td>
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<tr>
<td>Field Studies Activities (10 points per activity)</td>
<td>04/08</td>
<td>30</td>
<td></td>
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<tr>
<td>Total Possible</td>
<td></td>
<td>80 = undergraduates 100 = graduate students</td>
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</tr>
</tbody>
</table>

Grading scale:
- A 100% – 93%
- A- 92.9% – 90%
- B+ 89.9% – 87%
- B 86.9% – 83%
- B- 82.9% – 80%
- C+ 79.9% – 77%
- C 76.9% – 73%
- C- 72.9% – 70%
- D+ 69.9% – 67%
- D 66.9% – 63%
- F 62.9% – 0%

I. Comprehensive Student Plan (Complete items A thru E)
   - A comprehensive student plan includes observations, interviews, assessments/reports, development of an IEP, data driven teaching practices as outlined in instructional planning, and evaluation. You will participate in the following activities and complete a student file with the following documents:

     (If you need to be paired with a TVI to work with a child please notify me the first week of class.) Submit the name of the TVI whom you will be working with no later than January 21st.

A. Assessment & written professional report –
   - Note: All assignments must be completed with students/children with visual impairments.

   - For an example of an acceptable professional report, review all assignment criteria and rubrics and see “Learning Media Assessment” pp. 66-73 or “Looking to Learn” appendix 2.B.

   Administer the following assessments and complete professional reports on a child with a visual impairment.

   1. Functional Vision Assessment and Report
   2. Learning Media Assessment and Report
   3. Assistive Technology Assessment and Report
   4. Developmental Assessment and Report
5. Additional Assessments and Report

B. IFSP/IEP -- (you may not write an IEP without the above assessments data)

Develop a complete IEP following the IEP Rubric requirements using district or USDB IEP forms. The IEP must:

- link to assessment data above
- be written for the targeted student
- have at least two goals and a minimum of two short term objectives (including the condition, target student, target behavior [measureable and observable], and appropriate criteria) for each goal related to assessment data, refer to the rubric. Objectives should include technology, where appropriate.

NOTE: For students certifying in Birth - 5 -- Develop and write a plan for one IFSP outcome and one IEP goal. The IFSP plan must be infused into at least three routines and be functional with at least three team members.

C. Curricular & Instructional Program Plan (you may not write a curricular and instructional program without an IEP-- must include technology and inclusive setting plan, as appropriate).

- Develop two instructional plans using the approved format and following the Curricular & Instructional Program Rubric. Instructional Plans must link to the IEP and must have an evaluation component.
  - Identify appropriate needs, curriculums, and techniques based on the assessment results.
  - Link your instructional plans to the Utah State core curriculum and the National Core Curriculum for Students with Visual Impairments.
  - Instructional plans should reflect concrete (hands-on) learning, development of all senses, problem-solving, adaptive skills (handwriting, listening, key-boarding, technology, visual efficiency, organization skills, etc.) self-help skills, appropriate socialization skills and self-advocacy skills.
  - Include specific modifications and adaptations needed (including environmental and technology needs) to promote success and independence for the student who has a visual impairment.
  - Include data driven practices
    - (a) be empirically validated and include specific student outcomes or behaviors-
    - (b) identify any needed supports, prompts, modifications, adaptations, accommodations, aids, technology, etc.;
    - (c) Identify the criterion for changing supports, prompts, modifications, etc. as appropriate;
    - (d) Promote efficient acquisition of the skill(s);
• (e) include strategies for teaming with classroom teachers, paraeducators, and/or families;
• (f) promote generalization of the skill across environments and/or contexts.

D. Transition Plan/File – class activity
Develop a comprehensive transition plan and file with samples of pertinent information for student transitioning from High School into the adult world (even if the student you are planning for is in elementary school). Include the following:
- Applications
- resume' information
- transcripts
- letters of recommendations
- work experience verifications (letters from employers, samples of work products/projects)
- Federal, State and Private Funding information and opportunities. It should reflect knowledge of service delivery model community resources and collaboration with families and professionals
- Information on accessing other services: State Rehabilitation, Social Security, Professional Organizations, and Consumer Organizations

E. Student Needs Activity – Review or develop a Behavioral Support Plan for your student based on student need and using the appropriate Rubric.

II. Activities That Support Teaching Practices--

A. Professional presentation/discussion –
   a. Graduate Students- prepare and deliver a 45-60 minute PowerPoint presentation that includes:
      i. One night of class readings
      ii. One related professional journal article (either to the class readings or to your area of interest for special needs)
      iii. Information about special needs for students with visual impairments, for example: academic subject modifications, life skills, daily living skills, organization skills, study skills, handwriting/signature skills, listening skills, keyboarding skills. Include handouts, demonstrations, class participation and supporting materials.

   b. Undergraduate students- need to discuss a class reading or information about special needs for students with visual impairments (20-30 minutes).

B. Complete 6 observations of TVI’s teaching their students. Choose a
minimum of two environments from the following list: 1. PIP; 2. USB Preschool or District Preschool (with students with visual impairments); 3. Itinerant; or 4. USB classroom. Submit a completed Student Observation Form for each observation.

C. Choose 2 of the following Student Field Studies Activities and submit two, two page written reports PLUS complete the Technology Assignments with Sandy Ruconich:
   a. Technology Observation (options: TVI teaching technology to a student with visual impairments (does not count as one of the observations from “B”) or interview a person who is blind or visually impaired and uses technology as part of their job)
   b. Professional Development or Site Visit (choose one that you are not familiar with and visit. Options can include: USDB Educational Resource Center in Ogden, Division of Services for the Blind or Visually Impaired (DSBVI) and the State Library for the Blind, State Office of Education meeting, USDB council meeting, AER meeting, etc.)
   c. Tape yourself executing one of your lesson plan and present it on the last night of class with a critique (written notes of your teaching—may refer to student teaching manual) on your strengths and weaknesses as well as changes you would make based on the student’s performance. Obtain appropriate written parent and school district permission and include it with your assignment.

The instructor retains the right to change, delete, or otherwise modify assignments as necessary.

Course Content/Readings

(1) January 14th – Overview

- Review of syllabus, course requirements, and assignments.
- Review of historical, philosophical, professional ethics, and educational foundations as related to service delivery for infants, toddlers, preschool and school age children who have visual impairments.
- CEC Performance-Based Standards For TVIs (TSVIs)
- Professional Organizations/Consumer Groups
- Review of vision terminology
- Welcome to your new “job” as a TVI (Teacher of Students with Visual Impairments or Teacher of the Visually Impaired [Early Intervention provider, 3-5 teacher/provider and K-12 teacher] )

Readings:
   Appendices B, F, & G (Vol I)
AER Professional Ethics
CEC Professional Ethics (+ Handout of Revised Standards)
Utah Professional Teacher Standards
National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities
http://www.tsbvi.edu/national-agenda
Chapter 1 (Vol I) Historical Perspectives
Chapter 10 (Vol I) Professional Practices

(2) January 21\textsuperscript{st} – Functional Vision Assessment Workshop & Assistive Technology
- Functional Vision Assessment
  - Children/students aged 5 – 21
  - Children aged Birth - 5

Readings:
Functional Vision Assessment Assignment/Template
Chapter 2 (Vol II) Comprehensive Assessments
Chapter 3 (Vol II) On-going Assessments: Informal Techniques

(3) January 28\textsuperscript{th} – Resources and Assessment
Guest Presenter: Carol Evans

- Assessments
  - Critical factors including cultural issues
  - Administration issues and strategies
  - Interpretation of data for children who have visual impairments
- Learning Media Assessment
  - Children/students aged 5-21
  - Children aged 3-5
- Accommodation Plan
  - Children/students aged 5-21
  - Children aged 3-5

Readings:
Learning Media Assessment/Template
Accommodation Plan Assessment/Template
Chapter 4 (Vol II) Specialized Assessments of Students with Visual Impairments
Chapter 7 (Vol I) Children and Youths with Visual Impairments and Other
Exceptionalities

Video(s): FVA

(4) February 4th – Assessment continued

- Developmental Assessments
  - Children aged Birth - 5
- Cortical Visual Assessment
  - Children/students aged Birth - 21
- Additional Assessments
  - Children/students aged 5 – 21
  - Children aged 3 - 5

Reading:
  Developmental Assessments Assignment/Template
  Cortical Visual Impairment Assignment
  Additional Assessments Assignment/Template
  Chapter 6 (Vol II) Planning Instruction in Unique Skills

Video(s): CVI Perspectives

(5) February 11th – Assistive Technology

(6) February 18th – Individualized Family Service Plan (IFSP) and Individualized Education Programs (IEP)

- IEPs
  - Children/students aged 3 – 21
- IFSPs
  - Children aged Birth – 3
- Continuum of Placements/Service delivery continuum
- Utah Core Standards
- Utah Braille Core Standards for English/Language Arts and Math
- Essential Elements
- Instructional Planning
  - Children/students aged 5-21
  - Children aged 3-5
- Curriculum planning
  - Children/students aged 5-21
- Children aged 3-
- Data Driven Teaching
- Program Plan Evaluation Strategies

Readings:

**Curriculum/Instructional Plan Assignment/Template**
Chapter 8 (Vol I) Multicultural Issues
Chapter 9 (Vol I) Educational Programming

**(7) February 25th – Assistive Technology**

**(8) March 4th – Instructional and Curriculum Planning continued & Literacy Concerns**

- Literacy Concerns
  - Children/students aged 5-21
  - Children aged 3-5

Readings:
Chapter 4 (Vol I) Growth and Development of Young Children
Chapter 4 (Vol II) Early Childhood
Literacy Issues - readings

**(9) March 11th – Expanded Core Curriculum**

- Expanded Core Curriculum
  - Compensatory/functional academic skills, including communication modes
  - Orientation and Mobility
  - Social Interaction skills
  - Independent Living skills
  - Recreation and Leisure skills
  - Career Education
  - Assistive Technology, use of
  - Visual/Sensory Efficiency skills
  - Self-Determination

Readings:
Chapter 5 (Vol I) Growth and Development of Middle Childhood and Adolescence
Chapter 5 (Vol II) Basic Techniques for Modifying Instruction
Math and Science - readings
Chapter 14 (Vol II) Assistive Technology
March 18th - Spring Break

(10) March 25th – Additional Educational Considerations

- Art Education
- Daily Living Skills
- Adaptive P.E.
- School and Community Inclusion Plan & Transition Plan
- Organization Skills
- Listening Skills
- Interviewing for positions as a TVI

Readings:
  - Chapter 9 (Vol II) Social Studies and Science
  - Chapter 10 (Vol II) Mathematics
  - Chapter 11 (Vol II) Arts Education
  - Chapter 12 (Vol II) Physical Education and Health

(11) April 1st – Assistive Technology

(12) April 8th – USDB Presentations (view on Canvas)
  Guest Presenter: Carolyn Lasater - USDB
  Guest Presenter: Karen Borg – PIP

  High School Issues / Transition (view on Canvas)
  Guest Presenters:
    - Marnie West – DSBVI
    - Willie Black

  - Transition Activity (Items for Early Intervention to Preschool and High School to Adult Life transition due) E-mail or mail. Transition and additional items will be discussed on April 22nd.

Readings:
  - Chapter 17 (Vol II) Social Skills
  - Chapter 19 (Vol II) Career Education

(13) April 15th – JAWS Final

Readings:
  - Chapter 18 (Vol II) Recreation and Leisure Skills
(14) April 22nd – Last Day of Class
Transition
Student Teaching Handbook

- No assignments accepted after this date.
Additional Assessment, Resources and References:
(Many are available through the Marriott Library Reserve or available through the Educational Resource Center at the Utah Schools for the Deaf and the Blind)


Blind.


Utah School for the blind (n.d.). Vision up and guide program by sequence number.
