



EXPANDED CORE CURRICULUM

The Expanded core curriculum includes:

- *Compensatory or functional academic skills, including communication modes*
- *Orientation and Mobility*
- *Social interaction skills*
- *Independent living skills*
- *Recreation and leisure skills*
- *Career Education*
- *Use of assistive technology*
- *Visual efficiency skills*

BLaST Intermediate Unit #17

2400 Reach Road
P.O. Box 3609
Williamsport, PA 17701
(570) 323-8561
Fax: (570) 323-1738

33 Springbrook Drive
Canton, PA 17724
(570) 673-6001
Fax: (570) 673-6007

BLaST IU #17

Vision Support Staff

Gigi Kilroe

Supervisor of Itinerant Programs

gkilroe@iu17.org

Abbe Heath

Teacher of the Visually Impaired

aheath@iu17.org

Mary Baumann

Teacher of the Visually Impaired

Certified O&M Specialist, COMS

mbaumann@iu17.org

Tracy Whitehead

Teacher of the Visually Impaired

twhitehead@iu17.org



BLaST Intermediate Unit #17

*Serving Students in Bradford,
Lycoming and Sullivan, Tioga Counties*

Itinerant Services

Vision Support & Orientation and Mobility

www.iu17.org

Vision Support

PROGRAM DESCRIPTION

The Vision Support Program of the BLaST Intermediate Unit provides educational support services to students who demonstrate a visual impairment.

Based on the Individuals with Disabilities Education Improvement Act (IDEIA) and Pennsylvania's Chapter 14, the State Standards and Regulations which govern Special Education, the definition of students with a **visual impairment** is an optically or medically diagnosable condition of the eyes that results in less than normal vision and interferes with development or adversely affects educational performances.

Note: A Visual Impairment typically **does not include** visual perception, visual-motor dysfunction and/or a visual processing deficit when the corrected acuities of that student fall within the normal range.

VISION SUPPORT SERVICES

Determination of eligibility for vision services includes a report of the most recent examination of an ophthalmologist or optometrist and a comprehensive evaluation by the multidisciplinary evaluation team.

Based on the evaluation report (ER), which includes an assessment of functional vision and a reading media assessment, an individualizes education plan (IEP) team determines if the student is eligible for Vision Support Services and in need of specially designed instruction. During the IEP meeting, the team may consider assistive technology, environmental and material modifications, teacher support and instructional strategies.

REFERRAL PROCEDURES

1. Parents must obtain a written copy of the examination report of student's vision from either an ophthalmologist or optometrist.

2. All referrals must be submitted through the Special Education Coordinator of each school district using district referral forms.

3. The district shall complete a "Permission to Evaluate" form, obtain parent signature, and return it to the BLaST Intermediate Unit Teacher of the Visually Impaired to perform a functional vision and learning media assessment.

4. An evaluation will be performed and the results will be shared with the Multidisciplinary Team.

SERVICE DELIVERY MODELS

If a student has been identified as having a visual impairment which requires specially designed instruction. The identification and level of intervention are determined by several factors including: a functional vision assessment, degree of visual acuity, reading medium appropriate for the student's needs, mastering the use of assistive/adaptive devices, and time involved in communication with school personnel about the learning needs of the student.



1. **Direct Services:** may include evaluation, consultation, direct instruction, classroom observations, preparation of adapted materials, provision of adapted aids, and instruction in the expanded core curriculum on a regularly scheduled basis.
2. **Consultative Services:** may include participation on the multidisciplinary team, suggestions for modifying or adapting the student's materials and/or environment, provision for adapted materials, and support of school personnel on an as needed basis.

Note: See reverse for explanation of Expanded Core Curriculum.

ORIENTATION AND MOBILITY (O&M)

Both Orientation and Mobility are vitally necessary for safe and efficient travel within the environment. Orientation involves knowledge of one's distance and direction relative to things observed or remembered in the surroundings and keeping track of the "self-to-object" spatial relationships as they change during locomotion.

Mobility means moving safely, gracefully and comfortably. Areas of instruction include concept development, gross motor skills, visual efficiency skills, pre-cane and cane skills, orientation techniques and aids, assessing transportation systems, personal safety, and self-advocacy. These skills are instructed at age-appropriate levels throughout the school years in a variety of indoor and outdoor environments.