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Professional Certificate in Orientation and Mobility for Visual Impairments

## Advocacy and Collaboration

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**\*\*Accommodations:\*\*** In the context of visual impairments, accommodations refer to modifications or adjustments made to the environment, teaching methods, or materials to provide equal access and opportunities for students with visual impairments. Examples include using large print, braille, audio recordings, or assistive technology.

**\*\*Albinism:\*\*** A genetic condition characterized by the lack of melanin pigment in the skin, hair, and eyes, resulting in varying degrees of visual impairment, from mild near-sightedness to complete blindness.

**\*\*Alternative Presentation Formats:\*\*** Different ways of presenting information, such as large print, braille, audio recordings, or tactile diagrams, to make it accessible to individuals with visual impairments.

**\*\*Assistive Technology (AT):\*\*** Devices, software, or equipment used to increase, maintain, or improve the functional capabilities of individuals with disabilities, including visual impairments. Examples include screen readers, magnification software, and mobility aids.

**\*\*Braille:\*\*** A tactile writing system used by individuals with visual impairments, consisting of raised dots arranged in cells that can be read with the fingers. Braille can be used for reading and writing, and can be adapted for various languages and subjects.

**\*\*Certification:\*\*** A professional credential issued by a recognized organization or agency, attesting to an individual's qualifications and competence in a specific field, such as orientation and mobility for visual impairments.

**\*\*Collaboration:\*\*** The process of working together with others, such as teachers, parents, and professionals, to provide comprehensive services and support for individuals with visual impairments. Collaboration involves sharing knowledge, skills, and resources to achieve common goals.

**\*\*Educational Team:\*\*** A group of professionals, including teachers, specialists, and support personnel, who work together to provide education and support services to students with visual impairments.

**\*\*Functional Vision Assessment (FVA):\*\*** An evaluation of an individual's visual abilities and limitations in real-world situations, including activities of daily living, mobility, and communication.

**\*\*Independent Living Skills:\*\*** Skills necessary for individuals with visual impairments to live independently and safely, such as cooking, cleaning, personal grooming, and money management.

**\*\*Instructional Strategies:\*\*** Teaching methods and techniques used to deliver instruction to students with visual impairments, taking into account their unique needs and learning styles.

**\*\*Low Vision:\*\*** A visual impairment that cannot be corrected with conventional eyeglasses or contact

lenses, but which does not result in complete blindness. Low vision individuals may have some residual vision, which can be maximized with the use of assistive devices and techniques.

**\*\*Mobility:\*\*** The ability to move safely and independently in the environment, including navigating around obstacles, using public transportation, and crossing streets.

**\*\*Mobility Aids:\*\*** Devices or equipment used to assist individuals with visual impairments in moving around, such as white canes, guide dogs, or electronic travel aids.

**\*\*Orientation:\*\*** The ability to know where one is in relation to other people, objects, and places, and to plan and follow a route to a desired destination.

**\*\*Orientation and Mobility (O&M):\*\*** A specialized field of education that focuses on teaching individuals with visual impairments the skills necessary for safe and independent travel, including orientation, mobility aids, and techniques.

**\*\*O&M Specialist:\*\*** A professional who is trained and certified to provide orientation and mobility services to individuals with visual impairments.

**\*\*Rehabilitation:\*\*** A process of restoring or enhancing an individual's skills and abilities, following a visual impairment or other disability, through the use of specialized techniques, therapies, and equipment.

**\*\*Residual Vision:\*\*** The remaining vision that an individual with a visual impairment has, which can be maximized with the use of assistive devices and techniques.

**\*\*Section 504:\*\*** A federal law that prohibits discrimination against individuals with disabilities, including visual impairments, in programs or activities that receive federal funding. Section 504 requires schools and other organizations to provide accommodations and modifications to ensure equal access and opportunity.

**\*\*Sensory Integration:\*\*** The process by which the brain organizes and interprets information from the senses, including sight, sound, touch, taste, and smell.

**\*\*Special Education:\*\*** A specialized form of education that is designed to meet the unique needs and learning styles of students with disabilities, including visual impairments.

**\*\*Techniques:\*\*** Specific methods or approaches used in orientation and mobility, such as trailing, landmarking, and route planning.

**\*\*Travel Training:\*\*** The process of teaching individuals with visual impairments the skills necessary for safe and independent travel, including the use of mobility aids, public transportation, and pedestrian skills.

**\*\*Visual Acuity:\*\*** A measure of the sharpness or clarity of an individual's vision, typically expressed in terms of 20/20 vision or its equivalent in meters.

**\*\*Visual Impairment:\*\*** A condition that results in a significant loss of vision, which cannot be corrected with conventional eyeglasses or contact lenses. Visual impairments can be classified as either low vision or

blindness.

**\*\*White Canes:\*\*** A mobility aid used by individuals with visual impairments to detect obstacles and navigate their environment. White canes are typically made of lightweight materials and are easily visible to others.

**\*\*Note:\*\*** The above glossary terms and definitions are provided for informational purposes only and are not intended as a substitute for professional education, training, or consultation. If you have any questions or concerns about the content, please consult with a qualified professional.