



Older Individuals who are Blind – Technical Assistance Center

*complete for each course of program instruction

DESCRIPTION

Course Title:

Course Goal:

Target Population:

Prerequisites:

COURSE DESCRIPTION

CORE COMPETENCIES DESCRIPTION

#	Goal Competency
1.0	<p>Assessment of needs: Assess functional skill safety and proficiency necessary for daily living, concepts of career, work , education and includes all or part of the following assessments: VRCFA, CFA, OMA, ATA, JRA, BRCA, VFA</p>
2.0	<p>Access (Assistive) Technology Enable individuals to efficiently utilize technology in the home, school, and workplace and includes: keyboarding, access software, Windows navigation, word processing, e-mail, internet, spreadsheet, and use of ancillary equipment such as note takers, printers, embossers, portable computing devices (I Phone, IPAD, and IPOD) and scanners.</p>
3.0	<p>Communication (includes Braille) Organization, concept development, reading and writing skills, and/or communication modes like braille, note-taking, digital recording, a calendar system, organizing and labeling clothes, preparing for the day, and organizing/planning transportation to destination.</p>
4.0	<p>Activities of Daily Living Personal hygiene and grooming, eating and cooking, dressing and clothing care, time and money management, general household task, telephone use, and money management.</p>
5.0	<p>Orientation & Mobility Safe and efficient travel in familiar and unfamiliar environments concepts, spatial skills, perceptual skills, motor skills, environmental knowledge, decision-making, and body awareness along with travel techniques sighted guide, self-protective techniques, use of the red/white cane, public transportation, and Para-transit.</p>
6.0	<p>Counseling – Adjustment Adjustment to loss of sight, impact of loss on relationships, use of appropriate body language, conversation skills, cooperative skills, social interactions with others, courteous behaviors, relationship building, and positive self-concept.</p>
7.0	<p>Recreation & Leisure Discover favorite hobbies and interests, common likes and interests with peers.</p>
8.0	<p>Self-advocacy Promote knowledge of disability rights and laws, assertiveness, negotiation, public interaction, management of personal belongings, goal</p>

setting, self-monitoring, choice making, self-advocacy, and self-esteem, express wants and needs to increase a person's self-concept

9.0 Job Readiness

Apply, interview, and obtain employment, identify personal responsibilities, career awareness, career exploration, and career experience in the community.

10.0 Work Experience

Perform job tasks in real life setting, meet employer work performance and ethic expectations.

11.0 Management of Secondary Disability

Apply compensatory skills to management of self-care, administration of medication, and connection to resources that support healthy living

12.0 Community Integration

Participate in community events and services.

SOURCES

Assessments

Lesson

Research

Text

Web

STRATEGY- copy and paste this table for each session in the course

SESSION #

Objective	Goal	Progress/ Measure Participant will ...	Time
Assignment:			
Instructor Note & Material:			



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COURSE SESSION AGENDA – LESSON PLAN

*create copy of session agenda table for each session in the course

SESSION #				
Date	Time	Activity	Lesson	Instructor



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*create copy for each session agenda requiring multiple staff coverage

STAFF COVERAGE –		
Date:		
Staff Name	Job Title – credential	Start Time & Location

OIB TAC

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*include list of participants for each session or absence documentation

Session #	Date:		
Student Signature	Student Name	Absent	Notes