**SNE 450 TEACHING OF BRAILLE ORIENTATION AND MOBILITY**

**Introduction**

People with profound visual disabilities must develop a series of special communication skills. For children who are blind, using braille is a key skill for communicating with the sighted world. Orientation and mobility helps the blind children to overcome their passive orientation to life and to give them independence in their movement.

This course will help the students to enhance their own communication skill in Braille. They will work with the blind children to know the specific orientation and mobility skills applied for the blind children. They will also learn some methods and techniques of teaching Braille, mobility and orientation.

**Objectives**

After the successful completion of the course the students will be able to:

1. Know the Braille system with its different levels and different computer soft-ware
2. Apply English, Urdu and Math Braille in their reading and writing.
3. Help the blind children in understanding their surrounding or environment
4. Apply the mobility techniques with children with visual impairment to make them independent in their travel

**Course Agenda**

**1. Teaching Braille; introduction**

* 1. Braille system
  2. Level of Braille system
  3. Orientation to Braille equipments

**2. English Braille**

* 1. Letters of alphabets
  2. Word signs
  3. Simple upper group signs
  4. Lower signs
  5. Composite signs
  6. General rules for the use of contractions
  7. Braille composite signs

**3. Urdu Braille**

* 1. Urdu Alphabets
  2. Erab in Braille
  3. Punctuation signs
  4. Word signs with dot 5
  5. Word signs with dot 4,5
  6. Word signs with dot 4,5,6
  7. Word signs with dot 5,6
  8. Word signs with dot 6

**4. Math Braille**

* 1. Learning on Abacus
  2. Counting in Braille
  3. Basic signs of mathematics in Braille
  4. Composite basic signs

**5.** **Computer soft ware for visually impaired children**

5.1Orientation to Window Eye and its application

5.2 Orientation to Jazz and its application

**Section B: Orientation and mobility: Introduction**

* 1. Definition of orientation
  2. Definition of mobility
  3. Considered areas for mobility skills

1. ***Motor Development***

* Basic movements
* Crawling
* Standing
* Walking
* Ascending /Descending stairs
* Jumping

1. ***Sensory skills***

* Sound Localization
* Tactual discrimination
* Olfactory discrimination

1. ***Concept development***
   * + - Body image
       - Spatial concept
       - Shape discrimination

**2. Mobility techniques**

* + - * 1. Pre cane skills

Sighted guide

Walking alone

* 1. Trailing
  2. Protective techniques
     1. Upper arm and fore-arm techniques
     2. Lower hand and fore-arm techniques

1. Locating dropped articles.
2. Using landmarks indoor
3. Direction taking
   1. Long cane
      * 1. Types of cane
      1. White Cane
      2. Folding cane
      3. Electronic cane
   2. Techniques for cane:-
      1. Tap Technique/Diagonal Technique
      2. Trailing
   3. Parts of the cane
   4. Tips of the cane
   5. Holding the cane
      1. Grip
      2. Hand Position
   6. Using the cane
      1. Wrist Movement
      2. Arc
   7. Other Techniques
      * 1. The guide dog
        2. Electronic devices
           1. Other senses for orientation

Hearing

Sound localization

Sound discrimination

Echo location

Touch

Smell

Temperature

Taste

**Suggested Readings**

1. Heward, W.L. (2000). *Exceptional children: an introduction to special education****.*** (6th Ed). Ohio, Columbus, Merrill, prentice-hall, Inc
2. Gill, J. (1997). *Mobility of blind***.** London: Royal National Institute for the Blind.
3. Allyan & Bacon. (1995). *Introduction to special education*. London: Allyan and Bacon.
4. Royal National Institute for the Blind. (1992). *Braille Primer*.RNIB
5. National Institute of Special Education. *Study guide of visual impairment***.** D.G.S.E., N.L.R.C.,Islamabad
6. Hallahan, D.P. (1994). *Educating exceptional children*. 6th edition. Boston: Houghton Mifflin Co.
7. Tabin & Micheal, J. (1994). *Visually handicapped people*. London: David Fulton