**APPENDIX C**

**VRT CORE DOMAIN BODY OF KNOWLEDGE AREAS**

**(*CATEGORY 2 APPLICANTS ONLY*)**

**Please note after each core domain body of knowledge area which university course(s) or university level continuing education course(s) or third party accredited educational institution course you have successfully completed that address the criteria listed. One course may be used to meet several domain areas. Documentation (e.g. official transcript or University Level Continuing Education Certificate of Completion/ Attendance) must be provided for each Core Domain Area.**

1. **Knowledge of the Blindness System**
   1. Demonstrate knowledge of the demographics of blindness and visual impairment.
   2. Demonstrate knowledge of the history of the education and rehabilitation services for people with visual impairments.
   3. Demonstrate knowledge of the major legislation governing blindness services and disability issues including eligibility criteria for services.
   4. Demonstrate knowledge of the philosophy, structure, and governing legislation of independent living programs.
   5. Demonstrate knowledge of the structure and funding sources of private, state/province and federal blindness systems.
   6. Demonstrate knowledge of the major blindness consumer groups, their philosophies and the services/benefits they offer.
   7. Demonstrate knowledge of advocacy strategies used to promote positive attitudes towards, and inclusion of, individuals with disabilities and other under- represented populations.
   8. Identify major publications and information resources relating to services for people with visual impairments.
   9. Demonstrate knowledge of services to children and youth including IDEA, Expanded Core Curriculum (ECC) and age appropriate service delivery including the Individualized Education Programs (IEP).
   10. Demonstrate knowledge of vocational rehabilitation practices and regulations, including the Individual Plan for Employment (IPE), and the Individual Program Plan (IPP-Canada).

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1. **Medical Aspects of Blindness and Low Vision**
   1. Demonstrate knowledge of the relationship between etiology of vision loss and the effect of that loss upon individual development, behavior and environmental needs, including implications for vision rehabilitation therapist services:
      1. Demonstrate knowledge of the anatomy of the human eye.
      2. Demonstrate knowledge of diseases and disorders of the human visual system.
      3. Demonstrate knowledge of functional implications imposed by diseases and disorders of the human eye.
      4. Demonstrate knowledge of the range of medical, surgical, and optical remediations for diseases and disorders of the human eye.
      5. Demonstrate knowledge of specific medical and physical contraindications for diseases and disorders of the human eye.
      6. Demonstrate knowledge of systemic diseases, acquired medical

conditions and traumatic injury and their impact on vision.

* + 1. Demonstrate knowledge of possible side effect of medications and impact on functioning and the rehabilitation process.
  1. Demonstrate the ability to complete an assessment to determine whether visual, non-visual or a combination of strategies is appropriate to achieve specific goals of the learner.
  2. Select or create and implement a functional vision assessment to identify and quantify the level of current visual functioning.
  3. Select or create and implement a sequential instructional program to integrate the use of low vision aids and strategies to specific instructional needs of individuals who are visually impaired including:
     1. Fixating, focusing, tracking, and scanning skills, including techniques for eccentric viewing and fixation.
     2. Visual perceptual skills.
     3. Vision stimulation training and instruction.
     4. Instruction in a range of techniques for print reading or access.
     5. Assessment and adaptation of environmental variables and materials for personal, educational, and vocational tasks, including organization lighting, color, glare control and contrast.
     6. Instruction with prescribed near, intermediate, and distance non-optical and optical devices, and video magnifiers in conjunction with instruction in communication skills and activities of daily living.
     7. Assessment of natural and artificial lighting and implementation of strategies to optimize visual functioning.
  4. Demonstrate knowledge of appropriate resources and referrals for environmental, media, and instructional interventions used to alleviate or modify the functional effects of specific eye disorders.

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1. **Professionalism and Practice Methods**
   1. Demonstrate knowledge of effective case management practices, including methods for data collection and case reporting.
   2. Demonstrate knowledge of interdisciplinary teamwork principles and appropriate referral processes.
   3. Demonstrate knowledge of legal and civil rights relating to rehabilitation, transition planning, vocational services and advocacy of protected persons.
   4. Demonstrate knowledge of the historical development, current status, practitioner demographics, and major issues in the field of vision rehabilitation therapy (VRT) (i.e. home teacher, living skills instructor, rehabilitation teacher, access technology specialist).
   5. Demonstrate knowledge of the VRT Code of Ethics, the scope of practice, and privacy/confidentiality regulations.
   6. Demonstrate knowledge of standards and practices of certification and accreditation.
   7. Demonstrate knowledge of the principles of individualized program planning, including transition, independent living and vocational rehabilitation services and programming.
   8. Demonstrate knowledge, skills and abilities to assess, design and implement an individualized service plan based on client/consumer needs.
   9. Demonstrate ability to write and effectively document; including goals and objectives with measurable outcomes.
   10. Demonstrate knowledge of the roles and functions of a private contracting VRT.
   11. Demonstrate knowledge of appropriate resources to meet the need for services or adapted materials by and for individuals with visual and/or multiple impairments.
   12. Demonstrate knowledge of methods for securing, instructing and working with volunteers, peers, para-professionals, vendors and private contractors.
   13. Demonstrate knowledge of methods for the design and delivery of in-service workshops to consumers, communities, service organizations, etc.
   14. Demonstrate the ability to communicate effectively with clients/consumers, family members, peers and other professionals.
   15. Demonstrate the ability to evaluate and integrate new and existing technology into vision rehabilitation services.
   16. Demonstrate ability to manage casework services related to itinerant teaching

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1. **Personal Management**

Select, design and implement a sequential instructional program to meet the specific independent living needs of learners who are blind or visually impaired including to:

* 1. Design appropriate methods and materials used for the adaptations/ modifications of personal management skills.
  2. Demonstrate ability to teach personal hygiene skills and techniques (i.e. shaving, nail care, dental care).
  3. Demonstrate ability to teach dressing and grooming techniques (i.e. hair care, application of makeup, selection of appropriate and/or color-coordinated clothing).
  4. Demonstrate ability to teach adaptive eating techniques.
  5. Demonstrate ability to teach adaptive time management techniques (i.e. making appointments, use of adapted timepieces, managing daily calendar).
  6. Demonstrate ability to teach care and maintenance of clothing (i.e. laundering, ironing, mending).
  7. Demonstrate ability to teach adapted needle threading and sewing techniques.
  8. Demonstrate ability to teach socialization skills (i.e. body language, gestures, self-advocacy, gathering and processing interpersonal information).
  9. Demonstrate ability to teach identification, organization and labeling of medications to promote proper and safe usage.
  10. Demonstrate ability to teach adapted medication administration techniques as appropriate (i.e. use of eye drop guide)
  11. Demonstrate awareness and use of methods and technology for adaptive management of diabetes (i.e. insulin measurement, glucose monitoring, medication management, record keeping, vision-related precautions, related resources).

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1. **Home Management**

Select, design and implement a sequential instructional program to include appropriate methods and materials used for the adaptation/modification of home management skills

* 1. Demonstrate ability to teach kitchen skills

1. Demonstrate ability to teach identification, organization and labeling systems for kitchen and household items for operation, efficiency and safety.
2. Demonstrate ability to teach use of adaptive kitchen and household safety techniques and equipment.
3. Demonstrate ability to teach meal preparation skills including but not limited to:
   1. Use of adaptive techniques for menu planning, grocery shopping, organizing and labeling.
   2. Food preparation i.e. pouring, cutting, dicing, measuring
   3. Cold prep i.e. spreading opening containers and boxes
   4. Awareness of and ability to teach access to nutritional and dietary information.
   5. Demonstrate the ability to teach adaptive cooking i.e. stove top use, oven use, and alternative devices and methods.
   6. Demonstrate ability to teach use of adaptive techniques for money identification and management, budgeting, banking on-line, automatic bill paying, debit card management and record keeping.
   7. Demonstrate ability to secure and manage volunteers/employees (i.e. readers, drivers, shoppers).
   8. Demonstrate ability to teach use of adaptive techniques of home mechanics (i.e. use of hand tools, performing minor repairs, changing light bulbs***/***batteries)
   9. Demonstrate ability to teach use of adaptive techniques of household cleaning (i.e. sweeping, dusting, vacuuming, cleaning bathrooms, washing windows).
   10. Demonstrate ability to teach upkeep and maintenance of home appliances.
   11. Demonstrate ability to teach the use of home systems (i.e. regulating thermostats, use of home security systems, smoke detectors/fire extinguishers).

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1. **Communication Systems**

Select, design and implement a sequential instructional program for:

* 1. teaching adaptive reading skills to learners who are blind or visually impaired, including:
     1. Demonstrate ability to conduct a reading media assessment (i.e. standard/large print, tactile, audio) to assist learners in reaching their reading goals.
     2. Demonstrate competency with both the Unified English Braille Code and the English Braille American Edition.
     3. Demonstrate knowledge of braille readiness activities.
     4. Demonstrate ability to teach braille reading
     5. Demonstrate knowledge of alternative and augmentative communications systems, including, use of standard accessibility features in existing technology, computer screen magnification and screen reading programs, tactual output displays, electronic video low vision devices, telecommunication systems for deaf-blind persons, and communication boards.
     6. Demonstrate the ability to integrate USE OF prescribed low vision aids into a reading program.
     7. Identify appropriate adaptive resources for instruction in basic reading skills.
  2. teaching adaptive writing skills to learners who are blind or visually impaired including:
     1. Demonstrate knowledge of braille writing with braille notetakers, brailler, slate and stylus.
     2. Demonstrate the ability to teach keyboarding.
     3. Demonstrate knowledge of handwriting instruction techniques.
     4. Demonstrate knowledge of handwriting guides and devices and what constitutes a legal signature.
     5. Demonstrate knowledge and ability to teach note taking skills.
     6. Demonstrate knowledge and ability to teach labeling methods.
     7. Demonstrate knowledge of techniques for teaching raised line drawings and tactile graphics
     8. Demonstrate knowledge and techniques for producing raised line drawings and tactile graphics.
     9. Identify appropriate resources for adaptive writing skills/tools.
     10. Demonstrate knowledge of teaching adaptive/electronic notetakers.
     11. Demonstrate awareness of current “off the shelf” technologies.
  3. Teach recording skills, including storage and retrieval of information and maintenance of equipment.
     1. Identify and teach operation and maintenance of a variety of audio recording and listening devices.
     2. Teach audio indexing techniques and managing audio files.
     3. Demonstrate knowledge of electronic listening, reading, and recording resources (e.g. Optical Character Readers, digital books, daisy formats, NIMAS).
     4. Demonstrate knowledge of telecommunication devices and their features including smart phones and tablets,
     5. Demonstrate knowledge of techniques for using telecommunication devices, smart phones and mobile devices with accessible apps that can be applied throughout VRT domain areas
     6. Demonstrate knowledge of Radio Reading Services/audio information networks and telephone information services.
     7. Demonstrate in the ability to instruct in the employment and use of sighted readers
     8. Identify appropriate resources for training in listening and recording skills
     9. Demonstrate knowledge of resources and methods of downloading books that utilize electronic reading platforms
  4. Teaching measurement and calculation skills including:
     1. Demonstrate knowledge of adapted calculators and/or abacus.
     2. Demonstrate knowledge of measurement devices.
     3. Identify appropriate resources for measurement and calculation skills.
     4. Demonstrate awareness of software that is appropriate for assisting with mathematical calculations.
     5. Demonstrate knowledge of resources for adaptive math and science equipment

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1. **Braille and Other Tactual Systems**
   1. Demonstrate ability to read standard contracted literary braille.
   2. Demonstrate ability to write standard contracted literary braille, using slate and stylus, mechanical braille (e.g. Perkins), and electronic braille notetaker.
   3. Demonstrate ability to assess tactual perception of the learner and adapt/modify instructional materials accordingly.
   4. Demonstrate ability to select, design and implement a sequential program for teaching braille *reading*
   5. Demonstrate ability to select, design and implement a sequential program for teaching braille writing
   6. Demonstrate ability to assess and adapt printed materials into an appropriate, usable tactile format.
   7. Demonstrate ability to scan, create and edit electronic files for braille production using appropriate technology, including computer software and hardware.
   8. Identify appropriate braille resources and transcription services.
   9. Demonstrate awareness of alternative braille codes and resources for additional instruction
   10. Demonstrate ability to select/create and administer diagnostic tests of braille literacy and reading/writing speed and accuracy.

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1. **Access/Assistive Technology**
   1. Demonstrate knowledge of the various types of emerging access technology.
   2. Demonstrate skill in the use of access hardware and productivity software.
   3. Demonstrate the ability to assess the needs of learners to establish which access technology and/or hardware modifications will best meet their goals.
   4. Demonstrate the ability to select, design and modify a sequential instructional program incorporating the use of access technology based on learners’ abilities.
   5. Demonstrate the ability to perform an ecological assessment of the learner's workplace.
   6. Demonstrate knowledge of how to access tech support, technology manufacturers and distributors.
   7. Demonstrate awareness of access technology training resources.
   8. Demonstrate knowledge of various online education delivery formats and identify resources to address access issues.
   9. Demonstrate knowledge of the role of the Access Technology Specialist and referral process.
   10. Demonstrate knowledge of Universal Design Principles and universally designed products.

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1. **Recreation and Leisure**
   1. Demonstrate the ability to select, design, and implement a sequential instructional program to meet the specific recreation and leisure needs and

interests of learners.

* + 1. Crafts, hobbies and adapted games.

1. Cultural, religious, and educational pursuits.
2. Sports and recreational activities.
3. Community participation/integration
   1. Demonstrate ability to identify and organize materials, techniques and resources for planning and implementing recreational and leisure activities.
   2. Identify appropriate referral resources or additional recreational and leisure pursuits, including specialized blindness programs (i.e. BOLD, USABA, Blind Golfers Association).

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1. **Aging and Vision Loss**
   1. Demonstrate knowledge of the major national demographic trends in aging and vision loss.
   2. Demonstrate knowledge of the major physiological, sensory, social, economic, and cognitive/perceptual changes in the aging process.
   3. Demonstrate knowledge of the major theoretical and psychosocial aspects of aging.
   4. Demonstrate knowledge of the current network of services to older adults, including entitlement programs, health-care service delivery systems, adult protective services and residential and institutional living arrangements/options.
   5. Demonstrate knowledge of the current policies and legislation related to aging and vision loss.
   6. Identify appropriate referral resources and referrals for services to older adults.

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1. **Deaf-blindness**
   1. Demonstrate the ability to utilize alternative communication systems for individuals who are deaf-blind.
   2. Identify appropriate resources for instruction in other forms of communication used by individuals who are deaf-blind.
   3. Demonstrate knowledge of appropriate methods and materials for the adaptation of independent living skills for individuals who are deaf-blind.
   4. Identify resources for services to persons who are deaf-blind.
   5. Identify resources for services persons who are aging with hearing and vision loss.
   6. Identify local resources for acquiring equipment and training from

<icanconnect.org>

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1. **Teaching and Learning Strategies**
   1. Demonstrate knowledge of contemporary learning theories appropriate for adults, young adults, and children.
   2. Demonstrate the ability to utilize the principles of andragogy (adult learning theory), in relation to vision rehabilitation therapy assessment and teaching processes.
   3. Demonstrate knowledge of lifespan human development.
   4. Utilize listening, and problem-solving skills during interview, preliminary history taking, and comprehensive vision rehabilitation assessment to formulate an effective treatment plan.
   5. Demonstrate the ability to design, select and implement appropriate methods and materials for comprehensive vision rehabilitation therapy assessments and training.
   6. Demonstrate the ability to create and modify lesson plans that contain appropriate goals, objectives, and task analysis based on interpretation of assessment results.
   7. Demonstrate the ability to adjust and modify lesson plans according to the assessment of consumer needs and abilities.
   8. Demonstrate knowledge of vision rehabilitation therapy teaching methodologies utilized in itinerant and center-based service delivery systems.
   9. Demonstrate knowledge of appropriate instructional strategies for the transfer of independent living skills from the training center to the home and community environments.
   10. Identify appropriate resources and referrals to accommodate diversity and differences in learning.
   11. Demonstrate the ability to use multiple teaching strategies, i.e., problem-based learning, motivational counseling, chaining, etc.

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1. **Psychosocial Aspects of Blindness and Vision Loss**
   1. Demonstrate knowledge of factors affecting an individual's adjustment to vision loss, visual impairment, and the rehabilitation process.
   2. Demonstrate knowledge of the impact of vision loss and visual impairment on family, friends and significant others.
   3. Demonstrate knowledge of the relevant theories of adjustment to vision loss,
   4. Demonstrate knowledge of the key elements necessary for the establishment of an appropriate working relationship with learners and their caregivers.
   5. Demonstrate knowledge of counseling techniques to facilitate adjustment to vision loss.
   6. Demonstrate ability to design and implement consumer-driven strategies of self- advocacy.
   7. Identify appropriate community resources and referral process for counseling services for individuals as well as families, friends, and significant others.

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1. **Individuals Who Are Blind or Visually Impaired With Additional Disabilities**
   1. Demonstrate knowledge of eligibility criteria for the classifications, major legislative issues, and current demographics of disability groups.
   2. Demonstrate knowledge of the interactive effects of physical, sensory, cognitive, social, and/or emotional disabilities upon individuals who are blind or visually impaired, their relationships and environments.
   3. Demonstrate familiarity with and implications of alternative mobility devices (i.e. wheelchairs, walkers, support canes) and transportation options that may be utilized by persons with visual impairment with additional disabilities.
   4. Demonstrate knowledge of appropriate methods, materials, and devices for the adaptation of independent living skills by individuals who are visually impaired with additional disabilities.
   5. Identify appropriate resources and referrals for services to persons who are visually impaired with additional disabilities.
   6. Demonstrate knowledge and understanding of issues and resources available to assist persons with a range of disabilities.
   7. Demonstrate ability to assess when and how to refer consumers to other appropriate qualified specialists.

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1. **Research**
   1. Demonstrate knowledge of the basic language and concepts of research.
   2. Demonstrate the ability to understand and evaluate research studies.
   3. Demonstrate the ability to obtain and apply research findings to best evidenced based rehabilitation practices for individuals who are blind or visually impaired.
   4. Demonstrate the ability to formulate a hypothesis in order to explore the feasibility of needed research.
   5. Demonstrate knowledge of ethical considerations in research.
   6. Demonstrate knowledge of contemporary research issues and needs in education, disability, access technology, and rehabilitation.

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1. **Orientation and Mobility**
   1. Select, design and implement a sequential instructional program to familiarize a blind or visually impaired learner with indoor orientation and basic mobility skills including:
      1. Basic orientation techniques
      2. Human guide techniques
      3. Self-protective techniques
      4. Independent indoor movement
      5. Systematic search patterns
      6. Seating techniques
      7. Room familiarization
      8. Sensory development techniques
   2. Identify appropriate orientation and mobility resources.
   3. Demonstrate knowledge of dog guide programs, including an understanding of Federal/state regulations related to public access of dog guides.
   4. Demonstrate ability to assess when to refer for evaluation by a Certified Orientation and Mobility Specialist.

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1. **Employment related skills:**
   1. Demonstrate knowledge of appropriate instructional strategies for the transfer or integration of independent living skills from the rehabilitation setting to the employment environment.
   2. Demonstrate the ability to perform a job analysis of the learner's workplace, taking into consideration ergonomics, modifications and access technology needed to perform assigned duties.
   3. Demonstrate ability to assess when to refer consumers to vocational rehabilitation services.
   4. Identify appropriate resources and skills related to job search activities, i.e. applications, interview skills, resumes, online sites, follow-up skills.

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**“I do hereby affirm that all of the information submitted on this form is true and correct to the best of my knowledge. I further affirm that documentation has been submitted to the CVRT Supervisor, and sent with this form to ACVREP to document completion”.**

Signature of VRT applicant: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**“I do hereby affirm that all of the information submitted on this form is true and correct to the best of my knowledge. My signature affirms that I have been presented with documentation to verify all Core Domains as documented”.**

Signature of CVRT supervisor: Date: \_\_\_\_\_\_\_\_\_\_\_\_

CVRT supervisor’s name (please print):