



UNIVERSITY OF  
**NORTHERN**  
**COLORADO**

**Term:** Spring 2025

**Title:** O&M Tactile Maps, Additional Disabilities, and Dog Guides

**Instructor of Record:** Tanni L. Anthony, Ph.D. ([Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us))

**Instructor of Record Biography:** Tanni Anthony earned a Ph.D. from the University of Denver in 2002 in the area of Child and Family Studies and Interdisciplinary Leadership. She has thirty-five plus years of experience in her teaching profession. She is currently the Director of the Access, Learning, and Literacy Team with the Colorado Department of Education’s Exceptional Student Services Unit and serves as Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project and as State Consultant on Blindness / Low Vision. Key responsibilities include:

1. Delineate the purpose of the course.
2. Develop and define the content and sequence of competencies to be attained by the participants.
3. Identify the key presenters for the training session.
4. Develop and submit course proposal to UNC.
5. Contact school districts with course advertisement.
6. Plan for instruction site.
7. Meet with students to discuss the content and requirements of the course.
8. Monitor training sessions and take attendance.
9. Conduct follow-up discussions on the topics presented.
10. Provide on-site consultation on any on-site video case study analysis.
11. Conduct student evaluation on quality of instruction.
12. Evaluate students’ papers and/or projects.
13. Assign grades.

**Course Description for ACVREP website:**

The 2025 Colorado Department of Education Orientation and Mobility Seminar will cover the following key topics across the two days of in-person training: (a) making tactile graphics, (b) using tactile graphics successfully to teach O&M environmental concepts, (c) understanding the characteristics of other eligibility categories; (d) teaching O&M concepts and skills to student with blindness/visual impairment and other disabilities, (e) O&M skills needs for later guide dog use, and (f) preparation for and resources specific to guide dogs.

**Name of Program Activity:** O&M Tactile Maps, Additional Disabilities, and Dog Guides

**Location:** Adams 12 Conference Center, 1500 East 128<sup>th</sup> Avenue, Thornton, CO

**Dates:** April 24-25, 2025

**CEU Hours:**15 CEU Hours

**Registration Contact Information:** For more information, contact Dr. Tanni Anthony at (303) 503-4647 or [Anthony\\_t@cde.state.co.us](mailto:Anthony_t@cde.state.co.us)

**Course Presenters:**

**Stephanie Herlich, M.A.**, has been a Teacher of Students with Visual Impairments and an Orientation and Mobility Specialist for over 20 years; currently, she is the Assessment Center Coordinator for the California School for the Blind in Fremont, CA, an educational consultant for Exceptional Teaching in Livermore, CA, and a lecturer at San Francisco State University. Most recently, Stephanie created the [Beginning Braille](#) 6-part webinar series on YouTube and co-wrote the [CVI Self-Paced Online Course](#) available in Google Classroom. She is the author of *The Mangold Braille Program, Unit 3 UEB* (Exceptional Teaching), co-author of *Getting to Know You: A Social Skills Curriculum for Students Who Are Visually Impaired and Their Sighted Peers* (APH Press), contributing author of *Learning to Listen Listening to Learn*, (APH Press), and contributing author of *ECC Essentials; Teaching the Expanded Core Curriculum to Students with Visual Impairments* (APH Press). Stephanie has also published many journal articles in the Journal of Visual Impairment and Blindness and was a researcher on the Alphabetic and Contracted Braille Study funded by the American Printing House for the Blind. She has lectured extensively nationally and internationally on braille literacy, technology, social skills, and assessment for students with visual impairments

**Jenny Wheeler** has worked in the field of visual impairment for 20 years as a braille transcriber, TVI, COMS, and AT specialist. She has a Bachelor of Music in Oboe Performance and a Master of Arts in Special Education – Teaching Students with Visual Impairments. Jenny led the Arizona AER chapter for more than 10 years as a board member, treasurer, vice president, president, and past president. She has a special interest in providing individualized technology education to children who have visual impairments and multiple disabilities, and in partnering with innovative schools and organizations to promote students’ academic and personal success. Jenny is the Southwest Outreach Specialist for APH and serves the states of Arizona, California, Colorado, Nevada, New Mexico, and Utah. She is so happy to have the opportunity to work with professionals and their teams to bring training and support to educators, service providers, administrators, families, and individuals who have visual impairments.

**Shelby Zimmerman** is a Teacher of Students with Visual Impairments and a Certified Orientation and Mobility Specialist on the Assessment Center team at the California School for the Blind. She is also a lecturer for the Visual Impairments graduate-level program at San Francisco State University and a Guide Dog Mobility Instructor with OccuPaws Guide Dog Association. Additional experience includes teaching orientation, mobility, and independent living skills to youth and adults, supervising university student teachers, specializing in low vision, and developing a guide dog instructor trainee program in Uruguay.

**Required Readings:** Electronic course handouts will be sent ahead of the training.

**Course Goals/Objectives:** Following this course, participants will:

1. Discuss five foundational skills and strategies that students must use to successfully read and apply the information in a tactile graphic
2. Describe how to identify the instructional purpose of a tactile graphic
3. Identify three essential standards or guidelines that will guide you in creating relevant and meaningful tactile graphics
4. Identify three valuable resources to support you in designing collage and raised-line tactile graphics
5. Create a library of electronic graphics resources including font downloads, braille translation software, and templates that can be used to produce Microsoft Word drawing.

6. Understand the characteristics of specific disabilities (e.g., learning disability, intellectual disability, autism, and traumatic brain injury) and the impact on O&M instruction.
7. Describe assessments appropriate for students with visual impairments and extensive support needs.
8. Identify instructional strategies for students with visual impairments and extensive support needs.
9. Be able state differences between long cane and guide dog travel.
10. Be able to state O&M skills needed for guide dog travel.
11. Assess client guide dog travel readiness.
12. Be able to teach basic Juno (i.e., simulated guide dog travel) instruction to better prepare clients for future guide dog travel.

**Thursday, April 24<sup>th</sup>: 8:00 – 3:30 p.m.**

**Title:** Tactile Graphics for Colorado O&M Specialists

**Description:** Tactile graphics are especially important in assisting students who are blind or visually impaired to develop O&M skills. We will discuss the foundational skills and strategies that students must use to successfully read and apply the information in a tactile graphic.

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| 8 00 a.m.  | Introductions and Logistics  |
| 8:15 a.m.  | Foundations of Tactile Learning<br>Skills and Strategies for Success Tactile Graphic Applications                        |
| 10: a.m.   | Break  |
| 10:15 a.m. | Guidelines and standards for tactile graphics creation/Identifying and delivering the instructional purpose of a graphic |
| 11:00 a.m. | Resources  |
| 11:30 a.m. | Working Lunch – Graphic Tools from the CIMC  |
| 12:15 p.m. | Collage Graphics   |
| 1:00 p.m.  | Raised-Lined Graphics  |
| 1:45 p.m.  | Break  |
| 2:00 p.m.  | Graphics with Word   |
| 3:30 p.m.  | Dismiss  |

Clock Hours – 7.5

**April 25, 2025**

**Morning Session**

**Title: Orientation & Mobility for Students with Extensive Support Needs**

**Description:** Students with visual impairment and additional disabilities have unique learning needs. This workshop will help you better understand this population and how to serve them. We will discuss the characteristics of students with learning disabilities, intellectual disabilities, autism, and traumatic brain injury, along with specific ideas for instruction. A case study of a complex student will provide concrete examples of how to put the ideas into practice and the positive impact of instruction.

- 8:30 a.m.        Introductions and Logistics
  
- 8:45 a.m.        Profiles and Impact on Orientation and Mobility
  
- 9:00 a.m.        Assessment and Instruction
  
- 10:15 a.m.       Break
  
- 10:30 a.m.       Initial Case Study  
                      Case Study Activity
  
- 11:45 a.m.       Lunch

**Title: Cane to Canine: Getting Ready for a Guide Dog**

**Description:** The O&M and guide dog domains have become more closely connected over recent years. As O&M skills are fundamental for guide dog travel, O&M Specialists play a crucial role in identifying and preparing potential guide dog travelers. Instruction in this area, however, is often only a small part of an O&M instructor preparation program. This workshop will help practitioners better understand what guide dogs do, who makes a good candidate for a guide dog, and what skills to work on with a client to help them be ready to work with a guide dog. Attendees will leave with specific lesson ideas, resources for O&M guide dog preparation courses nationwide, and hands-on practice with Juno (i.e., simulated guide dog travel).

- 12:3 p.m.        Introduction  
                      Foundations of Guide Dog Travel  
                      Guide Dog Candidates  
                      O&M Guide Dog Readiness Skills  
                      Guide Dog Travel  
                      O&M Preparation Programs and Resources
  
- 2:30 p.m.        Break
  
- 2:45 p.m.        JUNO (simulated guide dog) Introduction  
                      Hands-on Juno Practice (indoors and outdoors)

## Wrap Up

4:30 p.m. Dismiss

Clock Hours – 7.5

**Rational for Graduate Credit:** All course participants must be Colorado O&M Specialists working with individuals with visual impairment, including blindness and/or deaf-blindness.

**Grading Method:** In order to receive a grade of satisfactory / pass, students must:

1. Attend both full days of the course. Attendance will be taken by the instructor during each session with attendance monitored during each full session.
2. Successfully complete and submit an assignment that is reflective of graduate credit by writing a reflection and application paper on the course content. The assignment is due to Dr. Anthony no later than **May 23, 2025**

The paper should be emailed to [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) The paper should be a minimum of three pages, double-spaced, 12 font. The paper should be sent as an attachment and not as link.

Students, upon completion of the course, will evaluate the course and its instructor using a standard UNC/CDE approved form(s).

**Students with Disabilities:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility*. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC's Policies:** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link <http://www.unco.edu/dos/handbook/index.html>

**Course Withdrawal Information:** In accordance with University and Colorado Department of Higher Education policy, if you drop this class **after May 6, 2024**, you will be legally responsible for payment of full tuition since more than 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify the Office of Extended Studies will result in UNC tuition being owed even though you do not attend or complete the coursework.