

The Foundations of Orientation and Mobility, Third Edition is an impressive and noteworthy addition to the orientation and mobility profession’s body of knowledge. Novices as well as veteran instructors will find this edition infused with pedagogy, educational theory, teaching strategies targeting disabilities in addition to vision impairment, practical examples, current trends, and research. The textbook is comprised of two volumes; Volume I, History and Theory and Volume II, Instructional Strategies and Practices. The two volumes have doubled the amount of references and include resources, services, and products (including webpage addresses and brief descriptions of what each has to offer).

This third edition is dedicated to three influential leaders in the field of orientation and mobility: C. Warren Bledsoe, Russell C. Williams, and Stanley Suterko. The reader is directed to acknowledge their contributions and reminded of their unique roles in the development of the orientation and mobility profession.

Volume I

Volume I is divided into three parts – Human Systems, Mobility Systems and Adaptations, and Profession of O&M and Its Development. This volume provides fundamental information relevant to the field of orientation and mobility. Each chapter begins with learning questions, followed by content (including applicable photos, diagrams, and sidebars). Chapters end with a short summary of implications for O&M practice and conclude with learning activities. Chapters include the topics of perception, orientation, low vision, audition, sensory systems, psychosocial dimensions, learning theory and teaching methodologies, adaptive technology, the use of dog guides, environmental accessibility, development of the O&M profession, and research in O&M. Of particular interest is the Chapter on the Development of the Profession of O&M around the World. This chapter provides an impressive synopsis of the diversity of orientation and mobility services and programs.

Teaching orientation and mobility in today’s world includes understanding of quiet cars, accessible GPS technology, complex signalisation, and intersection design. This volume contains all of these themes as well as topics regarding O&M Assistants, distance education, visual occlusion, group lessons, professional liability and certification, and the concept of the “mobile office”.
Volume II

Volume II, *Instructional Strategies and Practical Applications* is an 833 paged resource that is also comprehensive and valuable. This volume is authored by many of the leading practitioners in the field of orientation and mobility. The volume is divided into four parts – Part I Sensory Use and Psychosocial Function, Part II Age-Related Instruction, Part III Adapted Tools and Complex Environments, and Part IV Orientation and Mobility and Different Disabilities. Chapters are formatted as in Volume I - learning questions, subject content (including photos, diagrams, and sidebars with activities, case studies, teaching approaches, etc.), summary, implications for O&M practice, and learning activities. This Volume also refers the reader to corresponding information in the Volume I text.

Part I, Sensory Use and Psychosocial Function expands on the information detailed in Volume I and includes examples of checklists and assessments, as well as lesson ideas. Part II focuses on teaching orientation and mobility for specific populations: early childhood, school-age, adults, and older adults. The chapter on early childhood years stresses the importance of the “developmental nature of learners” and how instructors who work with this population need to keep development in mind when teaching orientation and mobility skills and concepts. The chapter also includes curricular guidelines for a various age groups (adults/older children, preschoolers, and infants/toddlers). The guidelines attempt to categorise orientation and mobility assessment components to these age groups and sighted peers. This type of information is invaluable to instructors who work in school systems and are held accountable to a student’s annual goal and measurable objectives.

Part III, Adapted Tools and Complex Environments includes specific information regarding teaching orientation aids, complex intersections, transportation systems, electronic travel aids and electronic orientation aids, travel in adverse weather, and the role of O&M specialists with dog guide users. Volume II, Part IV, concludes with Orientation and Mobility and Different Disabilities. This last part of the text offers teaching philosophies and ideas with the following populations of students with vision loss: hearing impairment, physical and health impairment, and intellectual disabilities. Part IV also includes a wealth of information specific to persons with cortical vision impairment.

Chapter 21 in Volume II is particularly noteworthy. The chapter is titled Travel Instruction for Individuals with Nonvisual Disabilities. A discussion of orientation and mobility instruction versus travel training is presented in an objective way, highlighting some of the similarities and differences in instruction.

Overall Resource

I strongly recommend this textbook for professionals as well as newcomers into the field of orientation and mobility. This is a “must-have”.

Paula R. Kosior, M.Ed., C.A.E.S., TVI, COMS, Orientation and Mobility and VRT Program Coordinator and Faculty, Northeast Center for Vision Education, College of Education and Human Development, University of Massachusetts-Boston, 100 Morrissey Blvd, Boston, MA., 02125, USA; email: <paula.kosior@umb.edu>.