

## Role of Implementing Strategies of Expanded Core Curriculum for Effective Orientation and Mobility Practices from Perspectives of Parents and Teachers of Visually Impaired Learners in Pakistan

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### Abstract



The present research study focuses on to evaluate the contribution of reviewed Expanded Core Curriculum with focusing on Orientation and Mobility approaches from the perspectives of teachers and parents of VILs (Visually Impaired Learners). The issue of VIL's O&M in light of ECC is the most vital problem which needs a genuine solution through the application of implementing strategies from teachers and parents views in Pakistan. This qualitative study focuses on implementing strategies of ECC with O&M, with perspectives of teachers and parents of VILs in Pakistan. Population of the study was from two government secondary level institutes of VILs in Lahore, Pakistan. Purposive sampling technique was used for collection of data. Data collection tools were Semi-Structure interviews and Observations. This research tries to validate the research questions; 1: To investigate contribution of modified ECC in connection to ( O&M) Orientation & Mobility application for VILs with respect to the views of teachers and parents 2: To investigate ECC's implementing strategies in affiliation to Orientation and Mobility in view of VILs teachers and parents. Final results of the research paper recommended that ECC's implementing strategies in relation to O&M practices support independent movement of VILs in their settings. Teachers and parents of VILs proposed the inclusion of all the sub-components of ECC with O&M practices to ensure independent mobility of VILs. There is crucial and valuable importance of these implementing strategies of ECC with O&M to be practiced by teachers and parents of VILs in Pakistan.

**Keywords:** Expanded Core Curriculum, Orientation and Mobility, Visually Impaired Earnings

### Introduction

Human beings are superior to angels because they have been gifted with intellect and reasons. They have been educated by Allah with Divine Pen. The blessing of intellect and reasons enable them to think and perform according to the situations in society. Education is the core and fundamental right of every child. It is a systematic process which assures desired changes in cognition, Affective and Psychomotor Domains of learners. Quality Education is not only the monopoly of learners who are blessed with eyes. Visually Impaired Learners also deserve the right to make access to education for fulfillment of their basic needs and to change their dependency on others to independence. They need to gain the indispensable education keeping in mind the level and needs of their disability (The Education of All Handicapped Children Act, 1975). VILs are encountered with major challenges at social and academic level and demand for effective help and support to tackle with it by using O&M. Merely learning of scholastic skills cannot solve their problems as they need to live and perform in social activities. They demand for the social and pragmatic skills to satisfy their needs. It is mandatory for VILs to comprehend and apply these independent skills in an applied way for achieving success and independence in their life (Ringwalt, 2013).

(Barraga & Erin, 1992; Tuncer & Altunay, 1999) asserted that the importance of O&M cannot be over sighted. Rosen & Joffee, 1999) stated that functional application of orientation and mobility skills make capable the VILs to participate in their entire daily schedule as self-governing individuals. Hill & Ponder, 1976; Tuncer & Altunay, 1999 tabled that these functional skills enable the VILs in the attainment of their desired goals in smooth and effective manner. Altunay, 2003;

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Tuncer & Altunay, 1999 described that VILs have an intense desire to participate and perform the needed stage of mobility skills to enjoy an independent life in society instead of distorted life. Parents and teachers involvement has a decisive role regarding Orientation and Mobility for VILs (Ho & Williams; Pang & Watkins, 2000).

### **Background of the Study**

Life is always deaf and dumb without the empirical wings of education. Education is the most valuable tool which enables the learners to think well and perform well in the society. It strengthens their will power to face the challenges and sort out logical solutions for these issues to be acceptable for human beings and society. It is not merely the procedure of attending the classes without its effective application. VILs and their education for equipping them with skills to face the challenges is a challenge in itself because its process is divergent and convergent in nature. Schools nurture learners with various learning procedures and experiences that pave the paths to these special children for their future lives. Olibie, 2014 says that the aim of all these targets is depending upon the nature of in practice curriculum. The word “curriculum” has been derived from Latin word “currere” which means a track or path used for running. The definition of curriculum explains and elaborates that it is a track of academic activities practiced inside schools under the supervision of teachers and instructors to achieve the desired aims through the application of different validated tools of assessment and evaluation. Tanner & Tanner, 1995, P. 158. Describes curriculum as a systematic and designed schedule of all expert experiences for comprehension of learners under the supervision of teachers and academic institutes. There are used different types of curriculum such as formal, informal, hidden and null curriculums for obtaining the learning aims.

VILs are deprived of the gift of sight so their strategies and planning of teaching – learning are different from normal learners. A special kind of curriculum is applied for their learning which is known as ECC. ECC is also called as the curriculum designed for specific disabilities. The ECC is specifically designed for focusing on the aims and needs of VILs. The structure and patterns of the ECC assure the knowledge and skills which satisfy the needs and demands of VILs. It is composed up of nine interlinked and coherent critical components out of which O& M is a valuable component of ECC.

### **Implementation of Curriculum**

Curriculum is rightly called the eyes and heart of education. To think of education without effective and utilitarian curriculum is just to think of a human body without soul. All the processes of pedagogies, assessment and evaluation are directly attached with curriculum. Curriculum should be promulgated in light of its sustaining foundations. It should include all the prospects and parameters to fulfill the demands of the social order. Ornstein and Hunkins (1998) declare that Curriculum evaluation is a complex process of utilizing all the desires aspects focused on targeted aims in educational institutions. Thomas (2012) asserts that the task of curriculum implementation involves bringing into application all the previously choice curriculum policies, sequence of content, SLOs, methodologies along with all evaluation techniques with futuristic vision. Implementation of curriculum is directly linked with presentation of teaching strategies, activities planning, and measurement and evaluation techniques to cope with the challenges of teaching- learning. Curriculum of VILs includes, classroom activities, interest of the learners and all the practices of teaching which confirm O&M in the area of school boundaries. Habulezi & Phasha, 2012 viewed that all these targets are not possible without shouldering the responsibilities to teachers, active involvement of teacher, parents and community.

Implementation of the curriculum is the toughest task because it is focused on the practical involvement of learners in light of specified aims at different academic levels. Implementation only bears result when it is based on intended experiences, level of knowledge and development of choice skills which are designed to enable the learner to display actively in society. Olibie, 2014 declares that effective implementation of curriculum requires the involvement of parents in the stream of education for the sake of the development of their children. Ali & Hameed, 2015 proposes that there is a dire need of modification in the existing curriculum of VILs. It needs the availability of special services along with the required materials to achieve the aims.

### **Problem Statement**

This qualitative study was initiated to evaluate the implementing strategies of ECC for successful O&M practices in views of teachers and parents of VILs in Pakistan. Weisberg, Kaspro, & Michael,

1999 claim that there are relatively a few studies available on the stated problem because majority of the relevant studies are focused on the practices, rather than the results of helping VILs to groom up their orientation and mobility skills. Sapp & Hatlen, 2010 also clarify the same aspects. Fernandez, 2004; Dean, 1998 highlighted the fact that partial research studies are available to explore involvement of teachers and parents towards O&M of VILs. There are available only two research studies out of Pakistan which have discussed teachers and parent's involvement in O&M. Fernandez (2004) has pointed same no availability of studies on relevant importance of O&M of VILs. Dean (1998) has also acknowledged the non-availability of O&M based research studies. This research study is specifically conducted to evaluate the active teachers and parental involvement in O&M for VILs in Pakistan. It shall be highly beneficial for curriculum designers, planners, implementers and future researchers in the field of VILs based Curriculum.

### **Nature of Expanded Core Curriculum**

ECC which is also named as "disability-specific curriculum" is the special curriculum designed for VILs to enhance their skills and to take them out of dependency to independence in social life. The ECC was formulated when an officer of U.S reported in written to Special Education and Rehabilitation Services about the pressing needs of VILs. The requirements of VILs were not fulfilled by the standard curriculum (McDonough et al., 2006). The National Agenda explained that ECC displays effective and pragmatic strategies and practices for VILs. The Expanded Core Curriculum displays a detailed program of knowledge and skills which are the need of VILs due to their specified disability based requirements.-specific needs. Levin, 2011 has pointed that the ECC is composed up of nine critical components. These knitted components are; compensatory academic skills based on communication types, O&M, social communication, nondependent living skills and epically the skills of recreation and leisure. It has paid attention to care guidance and fruitful usage of assistive technology. Habulezi & Phasha, 2012 stated that VILs require adjustment to the social environment by using the required learning support composed up consisted of methodical and curricular practices. It also challenges VILs, adaptation to class rooms and their development.

The National Agenda was designed in 1995 focusing on partnership of parents and professionals towards the diverse needs of students with visual impairment. It tried to extend support and guidance to VILs who will be able to obtain effectual educational services (Wolffe, 2001, p. 308). National Agenda, 2002) pointed out these desired services are enlisted as 1) in time appointment to academic programs, 2) Involvement of parents in the learning process, 3) appropriate training, 4) required and manageable work load along with teachers' training 5) appropriate placement choices 6) measurable assessment, 7) availability of instructional materials and 8) specification of disability based goals in academic core curriculum.

National Agenda pointed out nine vital areas of the ECC,. These are as under;

(a) Compensatory skills, (b) career based education, (c) self-determining living skills, (d) Skills of O&M and concepts, (e) Skills of leisure and recreation (f) social communication skills, (g) self-rule skills, (h) helping technology, and (i) skills of sensory competence (Hatlen, 1996; Sapp & Hatlen, 2010).

### **Compensatory Skills**

Learning, reading and writing is always a challenge to VILs. Braille is the devised medium of instruction in the domain of reading and writing for VILs. It is composed up of embossed dots which can be produced on embosser. Braille system is consisted of 26 alphabets letters along with 189 contractions. There are also punctuation, numbers and capital letters identifiers. VILs are encountered with learning because their parents are blank in Braille. Parental education is must for improving the confidence, attitude, and abilities for VILs (Harrison, 2002, p. 3).

### **Orientation and Mobility**

O&M is the foundation step in teaching and adjustment of VILs. Orientation and mobility training train the psychomotor skills of VILs to know their specified location (orientation) and how to prepare an applied plan to reach the destination (mobility) (Cameto & Nagle, 2007, p. 2).

The field of visual impaired education includes trained and skilled instructors of O&M who facilitate O&M to VILs according to the surroundings and concepts of space. It is concentrated on the skills of holding, carrying and using cane which are indebted to the expert of O&M instructor. VILs when complete basic education and learn bus routes navigation and street crossings in different locations of their communities.

### ***Independent and Social Skills***

The ECC has special attention and focus on Independent and social skills of VILs. These social skills and its development enable the VILs to accomplish the basic activities of social life personally. A VIL when practices the acquisition of these skills is at risk when not properly guided and supported by an expert (Lewis & Iselin, 2002, p.2). Hatlen, 1996, p. 6 explains that these skills help in different aspects of VILs that are beneficial in their activities of daily life. Hygiene, dressing, kitchen activities, and handling money are some of independent living skills.

Lewis and Iselin (2002) stated the learning of daily routine skills were entirely opposite the learning process of learners blighted with eye sight. All the VILs are facing great difficulty in the achievement of the tasks. Hatlen (1996) states that observation of social values and traditions are hectic for VILs because the lack of comprehension of nonverbal cues of sighted persons. This hardship without the judicious of O&M makes difficulty for VILs to master it.

### ***Recreation and Leisure***

Recreation and leisure are the major tools of personality development. These are the steps which make learning easy and pleasurable. Recreation and leisure activities are essential to provide the opportunities to VILs towards active life. These activities nourish the ability to interact, participate and enjoy the learning activities. These are the basic skills of social interaction of VILs with other people. The National Agenda Advisory Board has categorically highlighted the value of pleasant recreation and leisure skills for VILs.

### ***Assistive Technology***

The world has been changed into a global village by science and technology. No field of life and its advancement is entirely depending on the application of technologies. Education has been revolutionized by the use of ICT. Technology has made capable blind and low vision individuals to make access to information. In 1998 the Assistive Technology Act was enacted to cater for the needs of VILs but unfortunately it did not achieve the desired goals in desired pattern. (Relton, 2005, p. 1). Assistive Technology Act of 2004 defined assistive technology as a tool kit based on equipment's to enhance the functional potentials and capabilities of VILs (Relton, 2005, p 1). Assistive technology is applied by VILs both for simple and complex tasks during their learning process.

### ***Visual Efficiency Skills***

Human learning and performance depend on the active participation of all the five senses with full potentials. These skills are responsible for sensory and auditory learning through tangible skills. Visual efficiency skills are crucial to VILs because it support and speedup the process of learning. O&M specialists are responsible for suggestion and application of appropriate materials and devices. Perceptible designs are also used as a device for the learning of VILs. VILs learn through sense of touch and sense of feeling to gain idea through O&M.

### ***Self-determination Skills***

These skills have been added as an innovative part of the ECC. Self-determination enables the VILs to support and claim for themselves in classroom situations. It is the step towards making positive choices about life events (McDonnall & Crudden, 2009, p. 330).

### ***U.S Policy and its Influence for Practice in Pakistan***

Pakistan is far behind in the development, organization and implementation of educational curriculum coping up with the most up-to-date demands of VILs (Ahmad; Ur Rehman; Ali; Khan & Khan, 2014). It has been pointed out as the major neglected academic area. There is a burning demand to frame an evolutionary and dynamic curriculum for VILs with special focus of parental and teacher's involvement. There is a need of political affinities and thinking to enhance steps for the curriculum and institutions of VILs (Farooq, 2012).

The establishment of the basic skills of ECC needs active involvement of teachers to apply the sophisticated tools of measurement and assessment while teaching to need to all VILs. Teachers are required to train themselves with the trends of such curriculum (ECC) by the application of at hand technological tools and pedagogies (Sapp & Hatlen, 2010). Pakistan witnessed the Special Education institution named as "Rising Sun" for VIL in Lahore city, Pakistan. This institute applied the curriculum less focused on the development of O&M of VILs. There is no difference maintained in Pakistan regarding the curriculum of VILs and that of normal sighted children (Fontana & Lari, 2004). The curriculum for primary and secondary level is almost the same except for a few changes of twisting it towards O&M in Pakistan.

**The National Agenda**

It was launched for VILs to accomplish all required and independent skills by using in practice curriculum. Founders of the National Agenda accepted the fact that the academic requirements of VIL were not fulfilled as per their demands. The National Agenda highlighted the needs to evaluate and assess the curriculum framed for VIL.

The National Agenda formulated a goal oriented plan which was delivered to VILs parents, and teachers for positive feedback (National Agenda, 2004, p. 3). The work of this group was named and referred as Goals 8 in the ECC. These goals of the ECC are the focus of the present research study related with development of O&M in Pakistan.

**Objectives and Questions of the Study**

1. To investigate the contribution of revised ECC on VILs orientation and from the perspectives of teachers and parents and teachers.
2. To investigate the implementing strategies of the ECC on VILs orientation and from the perspectives of teachers and parents and teachers.

**Methods and Procedures**

This qualitative research study focuses on the implementing strategies of the ECC on VILs O&M and from the perspectives of teachers and parents in Pakistan. Population of research study was constituted of government secondary level two institutes of VILs in Lahore, Pakistan. Purposive sampling technique was used for collection of data. Tools for data collection were Semi-Structure interviews and Observations. The study tries to extend answers to research questions; 1: To investigate contribution of revised ECC in connection to ( O&M) Orientation & Mobility application for VILs with respect to the views of teachers and parents 2: To investigate ECC's implementing strategies in affiliation to O&M with views of VILs teachers and parents. Data analysis presented the findings that ECC proposed strategies in relation to O&M enhance independent movement of VILs in their environment. Teachers and parents of VIL proposed the inclusion of all the sub- parts of O&M practices for independent movement of VILs learners in ECC. These implementing strategies are significant for concerned teachers and parents to be used for VILs in ECC. Qualitative research methodology is applied in this research study because it focuses on quality rather than quantity (Merriam (1988). Data was collected through semi-structured interview of parents and teachers of VIL and observations which were conducted on VILs with observing their O&M practices. The respondents were from secondary level two public VILs institutes in Lahore, Pakistan. Observation check list was devised to the aims, objectives of research and was evaluated by qualitative research experts. Data analysis was carried out by using the techniques of Coding and memo writing. The researcher recorded the interviews, coded and analyzed. It was written with the permission obtained from all respondents.

**Findings**

Analysis of the qualitative data presented the following valuable findings. It suggested a revised O&M based curriculum for VILs through involvement of teachers and parents. It proposed and suggested the active involvement of parents for grooming of O&M through usage of ECC. It also disclosed the minimal practices of O&M at school level. Parents have to ensure their active involvement for the development of O&M practices for their VILs.

The observational sessions of researcher with respondents concluded that the need for revision of ECC to focus its contents and activities based on O&M for VILs.. It was observed that all the four sub sections of O&M were missing in the Pakistani secondary level curriculum. These areas of the O&M practices should be made part of the respective ECC to enhance O&M. These suggestions were obtained through interviewed data from the respondents.

**Table 1: Revised ECC and its O&M based components for VILs**

<b>Contribution with Renewed ECC and its O&amp;M based components for VILs</b>	
<b>Main Topic</b>	<b>Sub-Topics which needed inclusion into the Context</b>
A) Techniques of Mobility	<ul style="list-style-type: none"><li>• Use of Canes needed</li><li>• Use of devices needed</li></ul>
B) Techniques of using Cane	<ul style="list-style-type: none"><li>• Skills of Self encouragement</li><li>• Trailing techniques usage needed</li></ul>
C) Visionary Support	<ul style="list-style-type: none"><li>• To apply while Ascending Stairs needed</li><li>• To apply while Descending Stairs needed</li></ul>

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- D) Self Protection
- Use in Upper body protections needed
  - Use in Lower body protections needed
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Data Source: Field Study

Respondents of data stated that all four major areas based on O&M should be made part of ECC. Teachers and parents of VILs suggested the inclusion of these sub sections of ECC in the curriculum of secondary level students. These details are based on the comments of parents and teachers respectively.

**Views of Parents:** VILs' parents expressed their valuable advices and guidelines which were needed to be made a part of the ECC regarding O&M practices. Their recorded voices are submitted in the table 2.

**Table 2: Interview scripts of parents for inclusion of O&M Needed based sub-components**

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<b>Theme: Parents' interviews exploring inclusion of Needed sub-components of O&amp;M</b>
Parent 1: I am free to state that both my VIL daughters are well acquainted with home surrounding and make free movement without using white sticks. They only use it school environment. (Interview 1: 15.10.2016)
Parent 2: My visual impaired daughter is freely moving in home due to our guidance. She has judgmental problems of ups and down when out of home. Teachers' training is needed to overcome this problem of O&M. (Interview 2: 16.10.2016)
Parent 3: My VIL daughter has problems in ascending and descending movements on stairs at home. School and teachers should help in enhancement of O&M skills of my daughter. (Interview 3: 22.10.2016)
Parent 4: Being a mother, I feel the need of learning O&M skills to safe guard herself from any incident. (Interview 4: 24.10.2016)
Parent 5: My VI (visual Impaired) children lacking skills to fulfill their potent domestic needs. I want O&M based on the training for my daughter from teachers and school. (Interview 5: 25.10.2016)

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Data Source: Field Study

All respondent parents implored the application of these sub classes of O&M to their VILs to ensure their free movement in society. Parents also suggested continuous teachers' training related to O&M in school. The inclusion of sub components of ECC based on practices of O&M was suggested. Findings deduced of the parents' interviews highlighted the compulsory training of sub components needed for O&M of ECC.

**Views of Teachers:** Teachers related with O&M stressed the dire need of learning of basic O&M skills through training. Their suggestions were interpreted and tabulated as under in table 3.

**Table 3: Interview scripts of teachers regarding inclusion of needed sub-components of O&M**

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<b>Theme: Teachers' interviews exploring inclusion of Needed sub-components of O&amp;M</b>
<b>Teacher 1:</b> All teachers have desired aims and we are struggling hard to assure respectable survival to all VILs. We are encountered with funds shortage which has made impossible the use of electronic devices. I favor for the use of assistive technology for VILs. (Interview 1: 17.10.2016)
<b>Teacher 2:</b> I have shabby experience of teaching to VILs in my previous school. All VILs were ill disciplined. I suggest learning of self-advocacy skills to every VIL blind child through O&M basic trainings. (Interview 2: 18.10.2016)
<b>Teacher 3:</b> The fundamental aim of O&M is independent societal movement of VILs. It is compulsory to make proper usage of O&M practices like trailing through usage of white canes etc. (Interview 3: 19.10.2016)
<b>Teacher 4:</b> I have a suggestion that parents and O&M teachers need to extend beginner's techniques of O&M and then need to begin VILs proper training. (INT4 T4: 20.10.2016)
<b>Teacher 5:</b> I think that initiation of O&M should commence with trailing. This practice should be based on wall to wall movement. It should be mandatory for all VILs. (Interview 5: 23.10.2016)

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Data Source: Field Study

Teachers of VIL expressed dire concern regarding the training of O&M for VILs. All of them stressed training of VILs for independent movement. Teachers expressed their concern towards the barriers such as lack of funds and application of assistive technology. Teachers expressed need for O&M based trainings for development of different skills of VILs.

There is observed great need of parent's involvement in the school activities to facilitate their VILs in learning of O&M practices. This learning will assure safeguard movement in the learning environment for VILs. They should also get proper feedback regarding the educational improvement of their VILs. Active involvement in O&M practices of the parents is linked with understanding the disability and needs of their children. To sum up, it is strongly recommended that all the discussed elements needed to be implemented in all institutions of VILs curriculum.

### **Discussion**

It is highlighted by the results of the research that all levels of implementing procedure of the ECC with special focus on O&M for visual impairment should concentrate on the active participation of the teachers and parents as without their support, the attainment of desired aims are not possible. The National Agenda formed in 1995 was based on the multifaceted needs of VILs with the active partnership of teachers and parents to tackle with several disabilities of VILs. The National Agenda makes efforts to extend efficient and portable educational facilities to all VILs which can bring desired O&M changes (Wolffe, 2001, p. 308). It was made mandatory for all VILs that they must learn the tasks outlined in the ECC.

The National Agenda outlined the significance of ECC with the help of stating the eight goals. All these marked goals pay extraordinary weightage and importance to needs of VILs. The National Agenda greatly stressed on factual and practicable training of teachers for the effective teaching of ECC and its relevant skills. Nine important areas of the ECC with focusing on O&M have been pen pointed by The National Agenda where there are insufficient training resources and non-availability of qualified personnel for facilitation of VILs. The use of ICT and other assistive devices and software usage is also pen pointed. The shortage of qualified trainers and teachers in rural areas is also a leading cause of poor O&M of all VILs. (Candela, 2003, p. 2).

ECC has a critical and an unavoidable importance for VILs. There is a pressing demand of skillful and qualified teachers with mature skills in teaching the ECC to share major skills (O&M) to the VILs. Proficient and skillful teacher's expert in the ECC related skills should be hired. These teachers must be well versed in the domains of evaluation and selection of the special needs of the VILs. They should have the skills and strategies of sharing and learning of social skills to VILs. They must have the potentials to assimilate the ECC guidelines in the area of O&M to share experiences and assure desired success in the ECC.

It has been noted that there is a dire need of teachers who are expert in the teaching and coaching of O&M concepts to VILs. They have to assess the practices of O&M through the application of the tools of measurement and assessment. These reliable tools will measure up the needs and requirements of VILs in their ECC area. Designed directions by O&M experts should be extended to make certain that every VIL has sufficiently acquired the indispensable skills.

Teachers of VILs must not be masters of instructions and assessment only but should be trained in pedagogies of teaching O&M based concepts. They should be trained in imparting all the essential skills and concepts of O&M of the ECC organizers and relevant faculty for smooth and easy comprehension and application of the ECC for parents and teachers of VILs.

(Sapp & Hatlen, (2010). have pointed out that ECC instructions should be more effective and the family members and teachers have to work like a team in cohesive style to assure the practices of O&M along with sufficient knowledge to fill the existing gaps in the areas of the ECC for VILs.

### **Conclusion**

It is concluded in the light of the analysis of the qualitative data that parents and teachers attention to development of the O&M practices are mandatory to assure desired performance and practices of VILs in a safe and independent style in society. Learning the practices of O&M should be the prime duty of teachers and parents to train their VILs in appropriate manner. There is highlighted a crucial need for involvement of teachers and parents in the field of implementing strategies for promotion of O&M practices which are the major need of all VILs. Trained and experienced teachers of VIL needed to be employed for materialization of these strategies. Teachers need to involve parents of VIL through the application of designed and suggested strategies of O&M. The results of the present study have pointed out that the O&M practices scheduled in the curriculum of VIL are deficient of fulfilling the demands of VILs. Alignment of all the practices related with O&M should be in true cohesion to the ECC guidelines. The involvement of teachers and parents have been given due weightage and declared as important fundamentals of the National Agenda. Therefore, involvement of parents and teachers in O&M practices are needed in the curriculum of VILs in light of implementing strategies of the ECC.

### **Recommendations**

It is recommended in the context of Pakistan that there is an imperative need to address and modify the educational curriculum keeping in mind the demands and needs of VILs according to the ECC with special focus on O&M in direction of 8 Goals of the National Agenda. Special weightage should

be attached to application of implementing strategies which completes the needed curriculum for VILs. This goal was launched to extend all vital benefits to VILs through ECC from KG (kindergarten) to the level of high school. It is also demanded that books of Core Curriculum (ECC) should be made readily available to save the time of VILs. It is also recommended that teaching of VILs should be made systematic based on the sequential experiences and concepts of the ECC to VIL students (Hatlen, 1996). The ECC should focus on and integrate the following skills development in content organization with the inclusion of related activities. These skills are listed as under;

1. Compensatory skills
2. Orientation and Mobility
3. Independent and Social skill
4. Recreation and Leisure
5. Assistive Technology
6. Visual Efficiency Skills
7. Self-determination Skills
8. Self- grooming skills

In the light of the above mentioned ECC components, Special Education Curriculum Department of Pakistan should include these components to the (ECC) with concentration on O&M for VILs as pointed out in the ECC and the National Agenda for achieving desired aims.

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