



O&M for Children with Multiple Challenges

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Agenda

- ◊ **What is O&M?**
- ◊ **Importance of O&M**
- ◊ **Factors that Support Learning**
- ◊ **O&M Activities Using these Factors**

What is Orientation and Mobility (O&M)?

- Travel training for children with visual impairment or blindness, including children with additional disabilities.
- Orientation – “thinking”
- Mobility – “physical”





What is O&M: Orientation

- The “thinking” part of travel!
- Knowing **where** you are, **what** is around you with an understanding of **how** to get to a destination.
- It involves communication, concepts and cause and effect. Orientation involves body awareness developing and interpreting sensory cues, safety, use of landmarks and simple mapping.
- www.bced.gov.bc.ca/specialed/docs/fit.pdf



What is O&M: Mobility

- The “physical” or movement part of travel!
- Safe, efficient, and confident movement from one place to another.
- Mobility involves: motor development- strength, balance, coordination; protective techniques, trailing and exploring, interactive guiding, introduction of adaptive skills or equipment i.e. pre-cane or cane use & attention to safety.



Importance of O&M

- Through O&M a child can explore & interact with the world.
- Gain real meaning of words and concepts.
- Enhance opportunities to socialize and participate in recreation, preschool, school and home settings and activities.



Key Elements of O&M

- Progressive in nature- roll before stand or run.
- Sequential- map of a crib, then a room.
- Adaptable – a bath is a bath ... with some common elements & then unique features or setting.
- Open to intervention and learning- structured learning can lead to understanding, skills dev.

Concepts and Movement



Basic learning- boring.



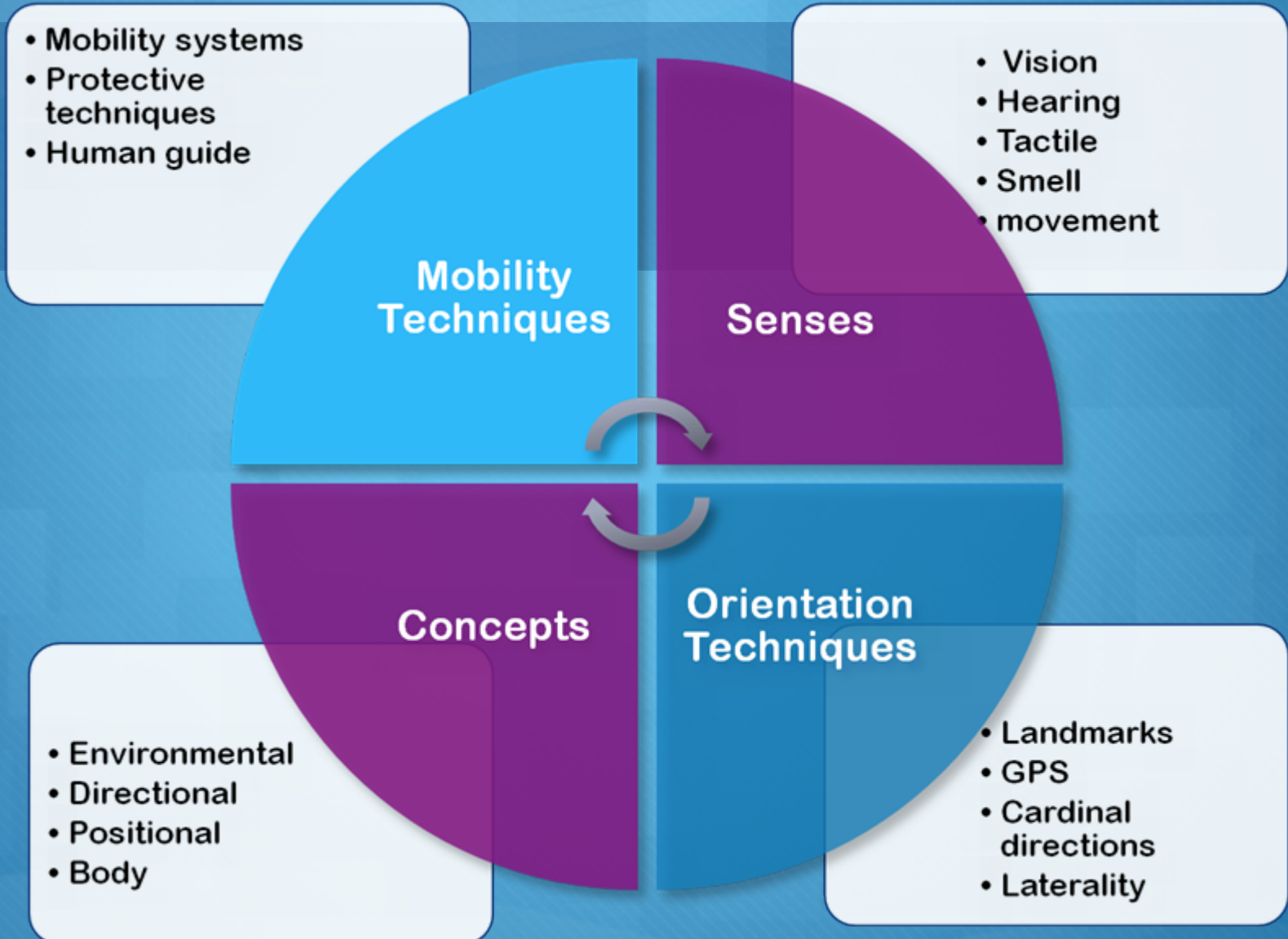
Move and explore



Directed- purposeful travel



O&M = Access!

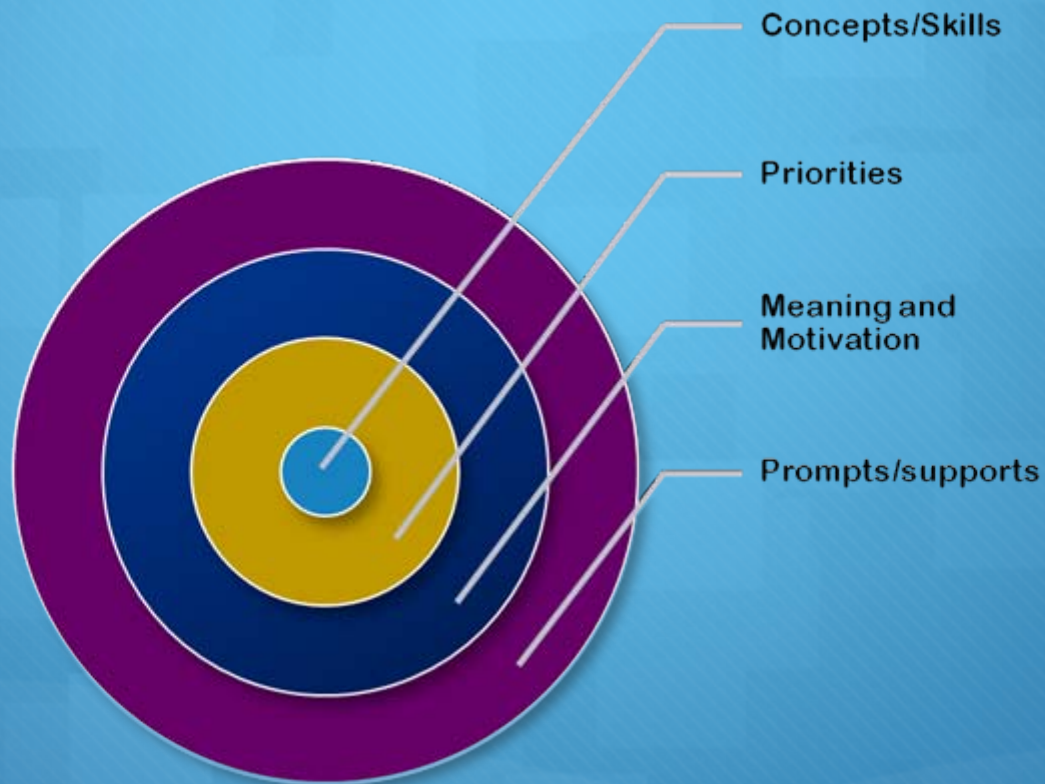




The “Players”

- ◊ **FAMILY!**
- ◊ **O&M specialist- Important for students with additional disabilities too!**
- ◊ **Teacher of Students with Visual Impairments**
- ◊ **Early Intervention Team or School team**
- ◊ **Therapists- PT, OT, SLP, Recreation Therapist**

Opportunity to Learn





Strategies to Support Learning

- Use real life activities and materials with active involvement of the child, (“Do With- Not for”, CDBA)
- Experience whole – part – whole learning (DB- go kart)
- Consistent Repetition – Repetition - Repetition
- KIS (keep it simple) this helps with anticipation, dev. understanding of the activity and knowing the steps and expectations of a routine.



Strategies to Support Learning

- ◊ Provide Orientation to the task, materials, the setting, communication and sensory cues.
- ◊ Know the child - her/his interests and health concerns.
 - Find the avenue for learning and preferred sensory mode (songs, rhythm, movement)
 - Pick your times, introduce settings and activities in stages that support you and the child.







Mobility Routines

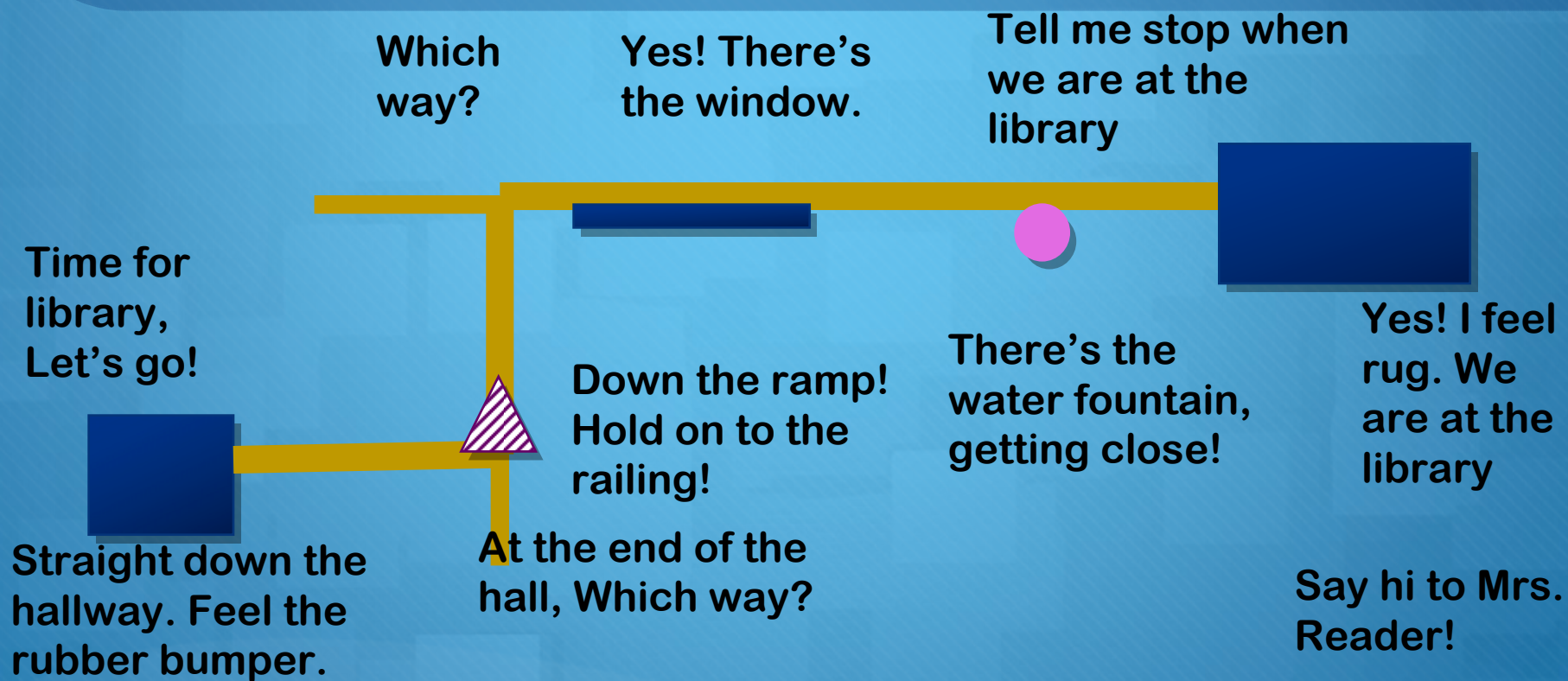
- ◊ **Real life!**
- ◊ **Repetition and Practice!**
- ◊ **Anticipation!**
- ◊ **Linked to interests!**

Meet Sarah!

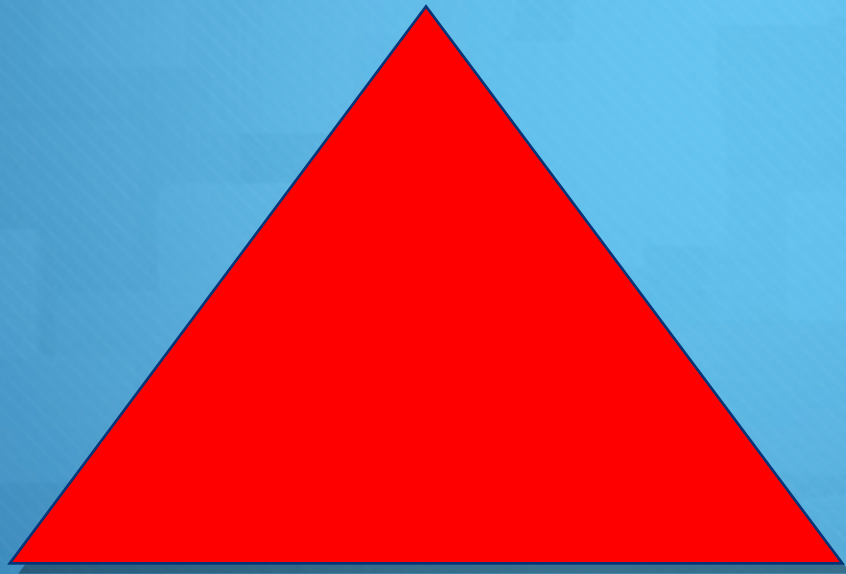


Left/Right
switches!

Sarah's Mobility Routine



Route/Landmark Markers



Additional Supports

- ◊ Route reminders (lists, directions, simple map)
- ◊ Communication devices
- ◊ Rhymes, songs
- ◊ Route markers (visual/tactual)





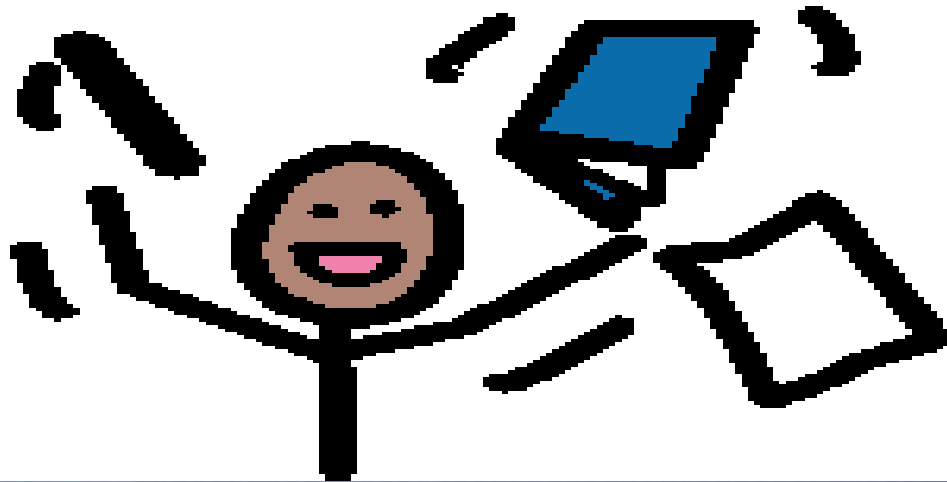
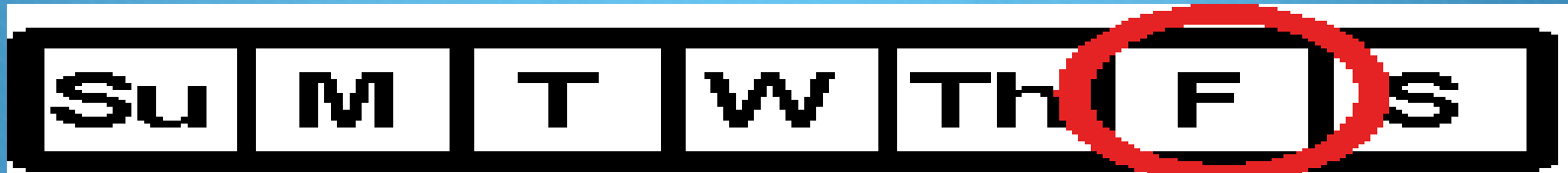
Key Components of a Routine

- **Scripted with opportunity to respond**
- **At Child's level**
- **Pick meaningful landmarks**
- **Choose purposeful times and times that support success**
- **Think concepts and engagement with the environment that involve the child**

Going to the Pool



Friday is swim day!



I pack my towel, swimsuit
and goggles.



We go to the Rec Centre.



I press the button to open
the door.



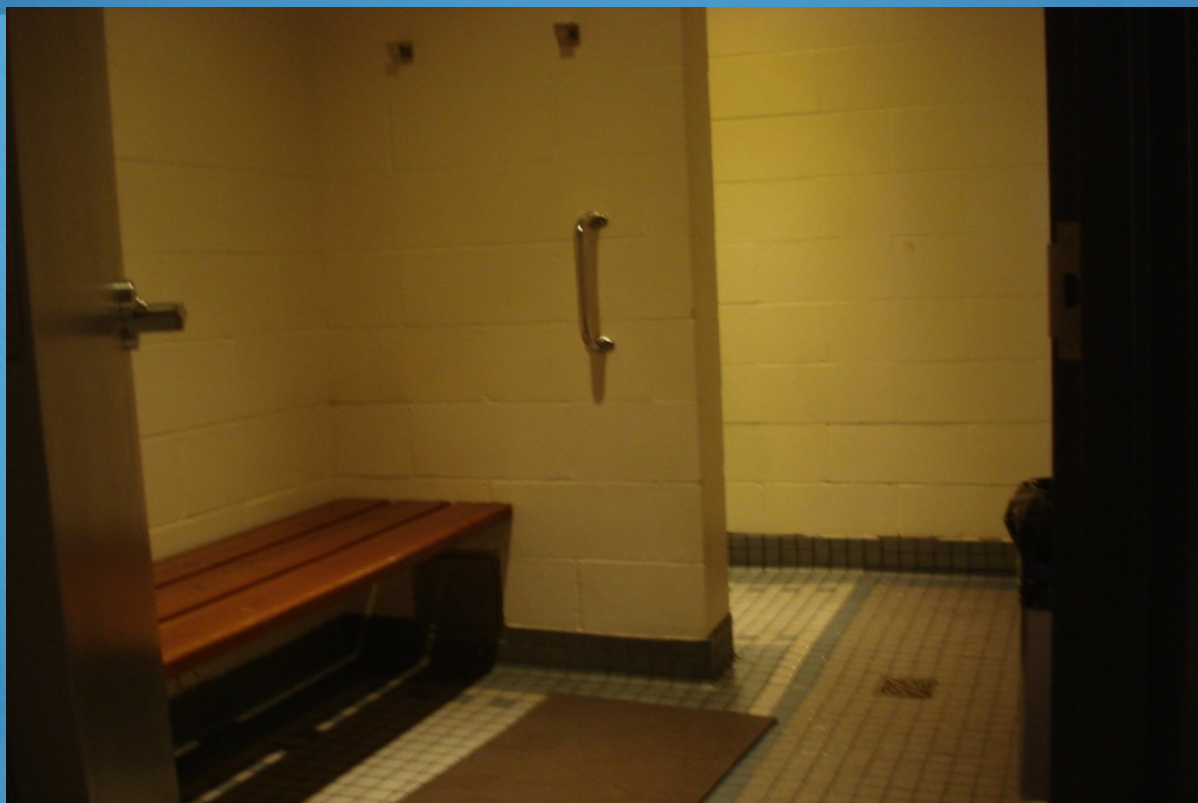
I can put on my headphones if it is too loud.



I say "hi" at the desk and tell the staff we are going swimming.



I use the family change room.



I put on my bathing suit.



We go into the pool area. The pool is big and echos. Some people are swimming.



We go past the life jackets.



I look for Emily at the blue sign.



I will say "Hi" to Terry the swim teacher.



When I am ready I can step into the water which is up to my knees or walk out up to my stomach.



The water feels good.



When I am done swimming we walk past the blue sign to get changed.



It is time to go home.

I like going to the pool!

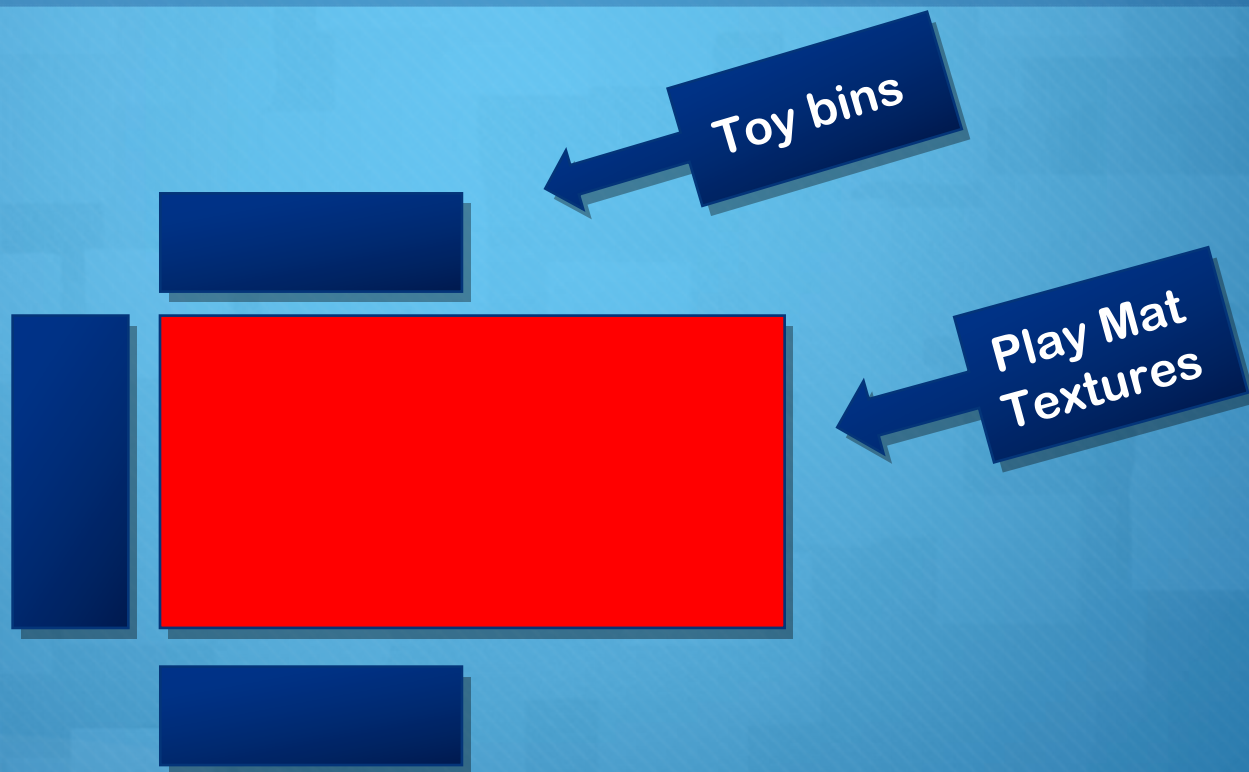




Defined Spaces

- ◊ Repetition!
- ◊ Orientation and Familiarization!
- ◊ Opportunities to Practice!
- ◊ Motivation!
- ◊ Anticipation!
- ◊ http://www.youtube.com/watch?v=X7_S4dfN_-U
or kitchen video

Defined Space Example



Modifying the environment



Lighting- wheelchair position



In Summary...

- ◊ **Think engagement!**
- ◊ **Explore and Enjoy!**

