



2014 SWOMA Conference

Finding My Way

Infusing the ECC into O&M Instruction

Friday, November 14, 2014

3:00-4:30 PM

Presented by

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Developed for

Southwest Orientation and Mobility Association of Texas

O&M and the ECC for Infants and Students with Multiple Impairments and Visual Impairments

What lessons might look like for various populations- babies, MIVI

What is the age breakdown of your O&M Caseload?

- A. 0-3?
- B. 3-10?
- C. 11-14?
- D. 15-22?
- E. Other?

Assessments Used



Figure 1 Cover of The Oregon Project Skills Inventory.

This is a sample of an "EVALS: Beginning Concepts" assessment form. It is titled "Compensatory Access Skills Beginning Concepts" and includes a student name field. The form contains several sections with instructions and checkboxes for recording results. The sections include: "Directions" (instructions for the assessor), "Directions for students" (instructions for the student), "Directions for parents" (instructions for the parent), "Directions for teachers" (instructions for the teacher), "Directions for therapists" (instructions for the therapist), and "Directions for administrators" (instructions for the administrator). Each section has a list of items with checkboxes for "Yes", "No", and "Not sure".

Figure 2 EVALS: Beginning Concepts

This is a sample of "Tanni Anthony's O&M Assessment, TAPS: Part 3 Appendices". It is titled "O&M Assessment: Early Years of Birth through Three Years" and includes a student name field. The form contains several sections with instructions and checkboxes for recording results. The sections include: "Directions" (instructions for the assessor), "Directions for students" (instructions for the student), "Directions for parents" (instructions for the parent), "Directions for teachers" (instructions for the teacher), "Directions for therapists" (instructions for the therapist), and "Directions for administrators" (instructions for the administrator). Each section has a list of items with checkboxes for "Yes", "No", and "Not sure".

Figure 3 Tanni Anthony's O&M Assessment, TAPS: Part 3 Appendices.

Which O&M Assessment do you use most regularly?

- A. Taps-Assess Booklet?
- B. Oregon Project?
- C. EVALS: early concepts?
- D. Tanni Anthony's Dev. O&M Assessment?
- E. Other? : List

Tanni Anthony's O&M Assessment

- Areas of Assessment:
- Visual Development
- Auditory Development
- Tactile Development
- Awareness of Own Body
- Awareness of Other's Bodies
- Object Permanence
- Spatial Relationships
- Cause and Effect/Means End
- Imitation
- Concepts Related to Properties of Objects and the Environment
- Social Emotional
- Receptive Language
- Expressive Communication
- Fine Motor/upper extremity strength
- Gross Motor/reflexes
- Gross Motor/balance
- Gross Motor/static concepts
- Gross Motor/dynamic concepts
- Self-Initiation

Tanni Anthony = All Areas ECC

1. Assistive Technology
2. Career Education
3. Compensatory Access
4. Independent Living Skills
5. Rec/Leisure
6. Self-Determination
7. Sensory Efficiency (Visual, Auditory, Tactile)
8. Social Interaction
9. Orientation and Mobility

In which of the 7 areas of the ECC do you think most of Tanni Anthony's Developmental O&M Assessment covers?

Assistive Technology?
Career Education?
Compensatory Access?
Independent Living Skills?
Rec/Leisure?
Self-Determination?
Sensory Efficiency?
(Visual, Auditory, Tactile)?
Social Interaction?
Comments?

So where do you get your ideas?

- A. Family Connect-website/FB Group?
- B. APH-website/FB Group?
- C. Perkins website?
- D. QIAT listserv?
- E. Linked In app?
- F. Twitter app?
- G. TSBVI website?
- H. Pinterest?
- I. Paths to Literacy-website/FB Group?
- J. TATN-website/FB Group?
- K. You Tube?
- L. Others?: List

Assistive technology skills, including optical devices

- The Individuals with Disabilities Education Act (IDEA) states that all children identified as needing exceptional education services must be considered for assistive technology (AT). The same law defines assistive technology as:
- "...any item, piece of equipment or product system whether acquired commercially , modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities" (20 U.S.C., Chapter 33, Section 1401(25).
- This includes any device used by a child (or adult) with a disability that enhances learning, independence, communication, mobility, environmental control, choice, play/recreation, hearing/vision, seating/positioning, access to computers and more. It also refers to direct services that assist in selecting and using these devices.

Assistive Technology recommended includes, but is not limited to, the following:

- Low vision devices e.g. monocular/magnifier use
- Adapted toys, books and educational materials
- Adapted tools for writing, eating, painting, etc.
- Object/picture calendar communication (sequencing calendar, choice calendar, anticipation calendar, daily calendar)

AT Curriculums



Figure 4 Photo of Envision II.

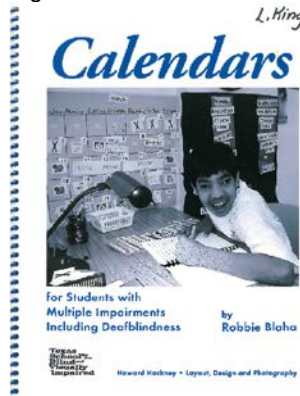


Figure 5 Cover of Calendars for Students with Multiple Impairments Including Deafblindness by Robbie Blaha.

AT APPS/Pinterest



Figure 6 Screen shot of icons for various AT Apps on Pinterest from top left include: Geocaching, Hidden Grid, Dexteria and bottom row from the left: Unblock Me, HopStop, and Compass.



Figure 7 The app icon for BigMagnify.



Figure 8 The app icon for Shelby's Quest



Figure 9 Pinterest Account icon is two black labs.

Pinterest Account Username: knglori Boards: "O&M/VI Ideas" and "Assistive Technology"

AT Pics/Videos

Compensatory skills that permit access to the general curriculum

...just because the core curriculum is required for all students and equal access is mandated, does not mean it is equitable for all students. By making something equitable, a "level playing field" must be established for all parties (Holmes, 1980). In order to obtain a level playing field, the instruction and content being presented and assessed must be common to all students (Stainback & Stainback, 1996). For blind and visually impaired children, even modified concepts addressed in the core curriculum can not fully be visualized or perceived. In order for these students to obtain equitable educational experiences, instruction cannot be limited to the core curriculum (National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Hatlen & Stryker, 1996).

A differentiation between compensatory academic and functional skills must be established since these are terms that are commonly confused. Hatlen (1996) identifies compensatory academic skills as those skills that blind and visually impaired students need to access all areas of the core curriculum and the development of organizational skills, concept development and a communication mode such as Braille or large print. Mastery of compensatory skills usually means that the visually impaired student has access to learning in a manner equal to that of sighted peers. Functional skills refer to those skills that students with multiple disabilities, non-academic learners, need in order to develop the skills that are necessary for play, work, socialization, and hygiene.

Compensatory Curriculums

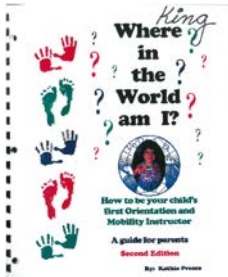


Figure 10 Cover of Where in the World am I?

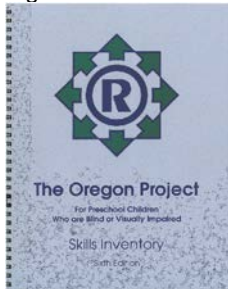


Figure 11 Cover of The Oregon Project Skills Inventory

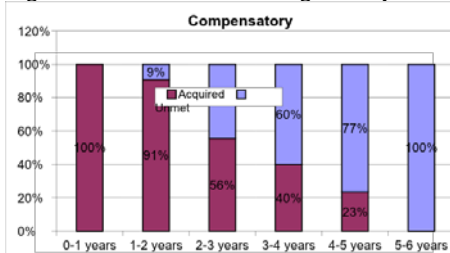


Figure 12 Example of Excel Graphing Forms

Compensatory APPS



Figure 13 App icon for Kid in Story



Figure 14 App icon for Kid's Dental



Figure 15 App icon for Toca Builders

Compensatory Pics/Videos

Career education and planning

The transition from student to employee for all students, visually impaired and non-disabled, involves the development of many areas including awareness of internal and external abilities, interests, values, increased self-confidence and self control, decision making (making choices) regarding careers, planning, problem solving, job variations and access into those fields (Healy, 1982, cited in McBroom & Tedder, 1993). DeMario, Rex, and Morreau (1990), found that students with visual impairments are not mastering the skills necessary for successful employment after graduating from school.

Career Curriculums

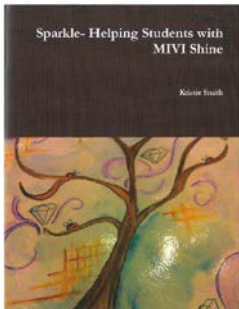


Figure 16 Cover of Sparkle - Helping Students with MIVI Shine by Kristie Smith.



Figure 17 Photo of Tactile Town set up.



Figure 18 A young boy using Treks Activities.



Figure 19 Cover of TREKS the Game that Changes Directions as You Do!

Career APPS

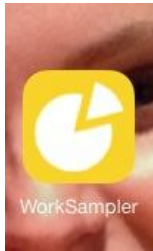


Figure 20 App icon for Work Sampler by The Conover Company

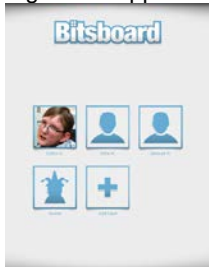


Figure 21 Image of Bitsboard

Career Pics/Videos

Recreation and leisure skills

Students who are visually impaired have often been limited from recreational activities. One study compared the lifestyles of blind, low vision, and sighted youths, revealing that most visually impaired students were engaging in few or no recreational activities (Wolffe & Sacks, 1997). Further research indicates a correlation between children's athletic and academic abilities and their social standing among peers (Kekelis, 1992). Recreational activities promote not only physical fitness (Martinex & Grayson, 1978), but also self-esteem, socialization, and independence.

Rec/Leisure Curriculum

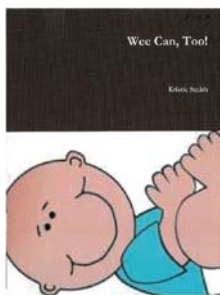


Figure 22 Cover of We Can, Too! by Kristie Smith

Rec/Leisure APPS



Figure 23 App icon for Naturespace



Figure 24 App icon for Star Scales

Social interaction skills

Areas within social development that require systematic instruction include physical skills-such as eye contact, gestures, body language, and inappropriate movement; and assertiveness training-appropriate tone of voice, assertive behavior rather than passive or aggressive, ability to make positive statements, and self advocacy skills (Sacks, 1993).

Social Interaction Curriculum

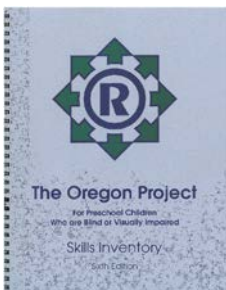


Figure 25 Cover of The Oregon Project Skills Inventory
The Oregon Project Social Skills Section

Social Interaction APPS



Figure 26 App icon for Sonic Pics

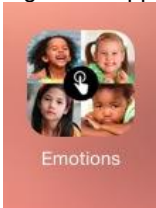


Figure 27 App icon for Emotions

Sensory efficiency

- Two people with the same clinical acuity measures or functioning may use their vision differently. One individual may use their vision more efficiently and successfully to complete task or retrieve information from their immediate environment (Corn & Koenig, 1996), then the other individual does. Through adequate instruction, individuals with functional vision can learn how to use their vision more efficiently, feel comfortable using it in unfamiliar environments, and adapt the environment to make it more accessible for themselves (Corn & Koenig, 1996).
- Because students who are visually impaired do not acquire sensory skills in efficiency incidentally, direct instruction is essential from a knowledgeable individual in auditory, tactile, visual skills.

Sensory

Efficiency Curriculum



Figure 28 Cover of Adapted Listen and Think Teacher's Handbook and auditory activities disks.



Figure 29 Cover of We're on the Move! O&M Games for the Very Young Child by Linda Lyle and Cecelia Quintana.

Auditory, tactile, visual skills with O&M activities.

Sensory Efficiency APPS

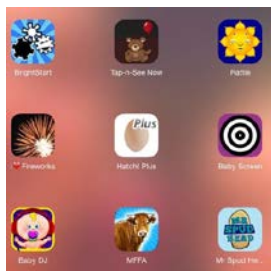


Figure 30 Screen shot of various apps that include BrightStart, Tap-n-See Now, Rattle, Fireworks, Hatch! Plus, Baby Screen, Baby DJ, MFFA, Mr. Spud Head.



Figure 31 App icon of Zoola Animal Sounds.

Self-determination

- Self-determination for infants/students who are MIVI could be defined as making choices, self-advocating, discovering likes/dislikes

Self-Determination Curriculum

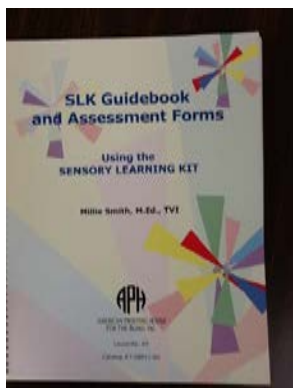


Figure 32 Cover of the SLK Guidebook and Assessment Forms.

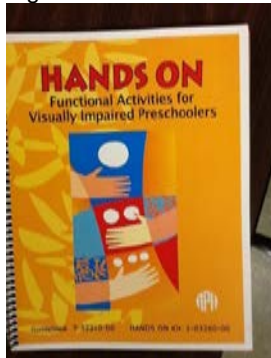


Figure 33 Cover of Hands On: Functional Activities for Visually Impaired Preschoolers.

Self-Determination APPS



Figure 34 Body Awareness through Movement and Music (BAMM) by Tracy Hallak at Bammapp.com in development.



Figure 35 App icon for Shelby's Quest

Independent living skills

- Instruction in daily living skills should begin in preschool with focus on toileting, dressing, and mealtime , and carry over to elementary school where focus should be directed at managing self-care and personal possessions. (Barraga & Erin, 1992).
- Exposure to real objects in their environment
- Cause & Effect opportunities

Independent Living Curriculum

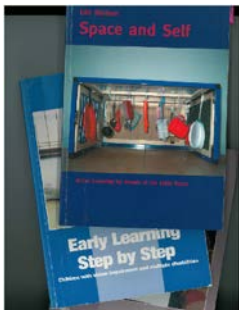


Figure 36 Covers of Space and Self and Early Learning Step by Step on Active Learning from Lilli Neilsen.

Independent Living APPS

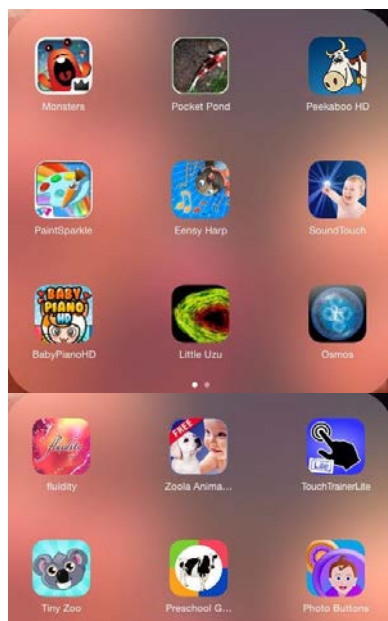


Figure 37 App icons for Monsters, Pocket Pond, Peekaboo, Paintsparkle, Eensy Harp, SoundTouch, BabyPiano, Little Uzu, Osmos, Fluidity, TouchTrainer, TinyZoo, and Photo Buttons

Bibliography

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This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 38 IDEAs that Work logo and OSEP disclaimer.