

Module: Developmentally Appropriate Orientation and Mobility

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Handout D: The Role of the OMS With Infants and Toddlers

Anthony, T.L. (2004). *The role of the OMS with infants and toddlers*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

Components	Role of OMS
Orientation	To continually expand children’s concepts of their own bodies, daily settings, and locations within environments.
Mobility	To encourage, then refine, independent movement, including the use of appropriate mobility tools such as adapted mobility devices or long canes.
Purposeful movement	To reinforce children’s reasons to move within different environments so that they are motivated to explore and can accomplish goals that require movement.
Environment analysis to ensure safety and encourage movement	To assist families and other team members in analyzing daily environments for safety factors and modifications that will maximize self-initiated and goal-oriented movement. Adapting children’s first learning environments such as the crib or floor play space promotes their understanding of spatial relations and purposeful movement exploration.

References

Anthony, T.L. (1993). Orientation and mobility skill development. In Blind Childrens Center (Ed.), *First steps: A handbook for teaching young children who are visually impaired* (pp. 115-138). Los Angeles: Editor.

Anthony, T.L., Bleier, H., Fazzi, D.L, Kish, D., & Pogrund, R.L. (2002). Mobility focus: Developing early skills for orientation and mobility. In R.L. Pogrund & D.L. Fazzi (Eds.), *Early focus: Working with young children who are blind or visually impaired and their families* (2nd ed., pp. 326-355). New York: AFB Press.