

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Quiz

Chose one answer that best completes the item or question.

1. OMSs who serve young children and who follow recommended practice in early intervention use what type of approach?
 - a. Modification of techniques used to teach adults
 - b. Utilization of techniques taught to elementary-aged children
 - c. Recognition that early development impacts later O&M, resulting in a developmental perspective.
 - d. A combination of both b and c.

2. Recommended practices in early intervention for orientation and mobility should include which of the following?
 - a. formal orientation skills only
 - b. teaching cardinal directions for travel
 - c. a family-centered approach
 - d. route training

3. Which of the following was most influential in the development of orientation and mobility intervention for young children?
 - a. Federal legislation that entitled infants and toddlers with disabilities to early intervention support and services and the identification of orientation and mobility as an early intervention service
 - b. The vocational rehabilitation administration that provided funding for universities to train OMSs to work with infants and toddlers
 - c. The increased demand on personnel preparation programs to prepare early interventionists for orientation and mobility training
 - d. The U.S. Office of Education, which demanded personnel preparation programs to train OMSs to work with infants and young children

4. For the young child, _____ is “general motor development, including the normal integration of reflexes, acquisition of motor milestones, refinement of quality-of-movement skills, and purposeful, self-initiated movement.”
 - a. orientation and mobility
 - b. mobility
 - c. spatial awareness
 - d. orientation

5. Evelín, a TVI, and Obed, an OMS, are working with the Lopez family. Alberto is a 14-month-old with cortical visual impairment. Which of the following would be an appropriate role for Evelín and Obed in providing developmentally appropriate orientation and mobility support for the family?
 - a. Teaching Alberto how to use echolocation when moving in unfamiliar environments
 - b. Establishing social dependence to foster confidence while Alberto moves and explores
 - c. Encouraging the family to use routines to provide repetition, generalization, and functionality to Alberto’s movement
 - d. Direct service provision to ensure that Alberto learns formal O&M techniques during his development

6. The role of an OMS working with young children and their families on a transdisciplinary team might be to
 - a. inform the team about appropriate O&M practices only if a physical therapist is not part of the team.
 - b. collaborate with other team members and share resources.
 - c. help other members understand the uniqueness of O&M services and the need for OMSs as primary service providers.
 - d. all of the above

7. Which of the following is an important O&M component for infants and toddlers?
 - a. sensory development
 - b. cognitive development
 - c. motor development and movement
 - d. all of the above

8. For the young child, _____ is “knowing oneself as a separate being, where one is in space, where one wants to move in space, and how to get to that place.”
 - a. mobility
 - b. orientation and mobility
 - c. spatial awareness
 - d. orientation

9. Talmage is an 8-month-old with bilateral cataracts, glaucoma, and myopia. His family is actively involved in the early intervention team, which includes a TVI and an OMS. The team is supporting Talmage's sensory development and organization by
 - a. identifying objects with sensory characteristics that motivate Talmage.
 - b. observing Talmage and identifying his sensory deficits.
 - c. explaining the impact of blindness on development to members of his team.
 - d. facilitating strategies to promote purposeful movement.

10. What attachment behavior assists children in the development of self-confidence and encourages them to continue to move and explore?
 - a. visual lures
 - b. social referencing
 - c. affective reciprocity
 - d. perceptual development

11. Identify an important component for facilitating the development of independent movement.
 - a. dependence on the caregiver for encouragement
 - b. opportunities to crawl and walk
 - c. close supervision and protection
 - d. Independence is an O&M skill for older children, not infants and toddlers. Safety is the critical consideration for very young children with visual impairments.

12. Shande, a toddler with albinism, is exploring the sandbox outside. Her older sister, Celeste, wants to provide Shande with unrestricted time to explore. What can Celeste do to allow her sister to explore independently?
 - a. Hold her hand while she walks but refrain from talking
 - b. Use tactile cues to alert Shande to the presence of upcoming obstacles
 - c. Watch her carefully to prevent accidents and cover a large hole in the ground near the sandbox
 - d. Use lots of descriptive language for everything Shande explores around the sandbox

13. Which of the following techniques helps children to avoid injury above the waist while walking, and is especially helpful for use in less familiar areas and with children who have just started walking?
 - a. hand search skills
 - b. using a pushcart as an AMD
 - c. human guide technique
 - d. upper body protection

14. Estella's OMS and TVI were discussing the use of adaptive mobility devices and long canes with her family. They shared the advantages and disadvantages of using AMDs and long canes with the family. Which of the following would be considered an advantage of the long cane?
- requires less attention and motor skills to keep the device in front
 - offers a greater arc of protection
 - used easily and safely on steps
 - requires minimal cooperation and effort