

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Study Questions and Answers for Recommended Reading B: Fazzi

Fazzi, D. (1995). Orientation & mobility for young children with multiple disabilities. In Blind Childrens Center (Ed.), *Starting points: Instructional practices for young children whose multiple disabilities include visual impairment* (pp. 89-98). Los Angeles: Editor.

1. What is the goal of orientation and mobility for young children with multiple disabilities?
For young children with multiple disabilities, the goal of orientation and mobility is to improve their sense of orientation to their environment and to create a way to support their ability to move about and explore the environment freely and safely.

2. What is the role of the OMS in working on a team for children with multiple disabilities?
 - **Consultation to family members and other related service providers**
 - **Suggestions for environmental modifications and simple travel routes**
 - **In-service training for families, teachers, and related service providers**
 - **Observations in the home and modeling for families**
 - **Direct instruction in the preschool child’s home, school, or community**

3. List four formalized O&M skills that are used to promote safe and efficient movement in the environment. When is a good time to introduce these skills?
 - **Guide techniques**
 - **Protective techniques**
 - **Trailing technique**
 - **Negotiating open spaces****Often, these skills are introduced after children demonstrate the ability to move independently.**

4. What must occur for children to safely and efficiently negotiate open spaces?
Children must be introduced to appropriate mobility devices for protection from obstacles and drop-offs. They must also learn to rely heavily on auditory and other sensory cues for orientation.

5. List five factors that should be considered when selecting a mobility device for young children.
 - **Ability to hold a device**
 - **Ability to maintain balance**
 - **Motor abilities**
 - **Attention span and related behaviors**
 - **General visual functioning**
 - **Attitude toward and motivation for movement in the environment**
 - **Family's priorities and concerns**

6. What is the primary purpose of introducing any type of mobility device?
Mobility devices provide protection for young children moving in space independently.

7. What are the two categories of adapted mobility devices?
 - **Objects and toys used as mobility devices**
 - **Devices specially created for mobility purposes**

8. There are inherent challenges in providing appropriate O&M services to young children with visual impairments and with multiple disabilities. List special considerations for these children.
 - **Physical and other health implications**
 - **Varying modes of communication**
 - **Challenging behaviors**

9. How can instructional teams, including the family, work together to handle challenging behaviors?
The team should work to identify the function of interfering behaviors, then assist in reducing them by helping children replace them with acceptable behaviors. Teams must be consistent in using positive behavior support plans in order for them to be effective.

10. What should be the focus of O&M intervention for young children with visual impairments and multiple disabilities?
Interventions should be focused on creating positive movement experiences that lead to a reduction in problematic behaviors and an increase in and ability to explore the environment.