

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Study Questions for Recommended Reading E: Leong

Leong, S. (1996). Preschool orientation and mobility: A review of the literature. *Journal of Visual Impairment & Blindness*, 90(2), 145-153.

1. Explain the cycle of learning produced by mobility training for preschool children with visual impairments.
2. What types of motor problems have been observed in young children with blindness?
3. What are the benefits of active, self-initiated exploration for young children with visual impairments?
4. Discuss two of the earliest assessment scales in the field of O&M. How do these scales generalize to preschool children with visual impairments?
5. Describe the expanded definition of orientation and mobility for infants and preschool children discussed in this article.
6. What factors should be taken into consideration when selecting a mobility device for an individual child?
7. Create a list detailing each of the three categories of mobility devices, examples, and advantages and disadvantages of each. Can you think of any that are not listed in the article?
8. Briefly identify those who are major proponents of long cane instruction for preschoolers and why they prefer long canes over precane devices.