

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Study Questions for Recommended Reading H: Skellenger & Hill

Skellenger, A., & Hill, E. (1997). The preschool learner. In B.B. Blasch, W.R. Wiener, & R.L. Welsh (Eds.), *Foundations of orientation and mobility* (2nd ed., pp. 407-438). New York: AFB Press.

1. How is the O&M process for preschoolers different from that for older children and adults?
2. Briefly describe the role of the orientation and mobility specialist (OMS) in working with preschoolers and their families.
3. List the procedures that may be utilized in the assessment of preschool learners.
4. How can the OMS facilitate incidental learning?
5. List the principles that should be considered while planning an O&M lesson.
6. Name the categories of secondary reinforcers and give examples of each.
7. What are the two main categories of materials used to support O&M instruction? Give examples of each.
8. Define “concept”, identify what is necessary for the development of concepts, and name the levels of concept formation.
9. What is “body concept” and why is it important?
10. What should be considered in assessing children’s concept development?