

Module: **Developmentally Appropriate Orientation and Mobility**

Session 1: Foundations of Developmentally Appropriate Orientation and Mobility

Video Transcript: Facilitating Developmentally Appropriate Orientation and Mobility OM 1-02

Visually Impaired Preschool Services (Producer). (1991). *Can do! Video five, Going places: Orientation and mobility* [Video]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

Narrator 1

A toddler girl climbs onto a riding toy on a playground. In the next scene, a mother leans over a crib and picks up her infant.

Narrator 2

There are many things you can do from the very beginning to help your child develop good orientation and mobility skills. Don't let your baby lay. Expose him to lots of movement.

Narrator 1

A father holds his infant son out in front of him, supporting his bottom as he moves him slightly side to side. Next, he holds the infant by the waist and gently bounces him up and down in the air. The infant smiles and squeals with delight.

Father

Aww. Want to play railroad train? Train tracks. Play train tracks. Ding ding ding ding ding ding ding. Let go. There you go. Ding ding ding ding ding ding. Ding ding ding ding ding ding ding.

Child

<laughs>

Father

<laughs>

Narrator 1

An infant, seated in his mother's lap on the floor, locates a bright yellow toy that his mother shakes in his right visual field. He immediately reaches for it with one hand and brings it to midline to explore. The mother repeats this activity, shaking it to his left and in front of him. He visually follows the toy, reaches for it with support from his mother, and grasps it.

Narrator 2

Another very important skill you can help your child develop is to be able to identify sounds, and tell where they are coming from.

Mother

Good boy! That's on your right. Good boy. There. Want to reach for the toy on your left? Here it is. Get the toy on your left. All right, get it. Good boy! Yeah! Yeah!

Narrator 2

Help your child to tune in to environmental cues. These are sounds, smells, and textures that he will learn to associate with the different rooms in your house and with the different places you take him.

Narrator 1

The infant boy is crawling on a tile floor with a rug to his left and a wall on his right.

Mother

Ooh, it's cold and slick. It must be the bathroom floor. Yeah, it must be! Come on in!

Narrator 1

A woman faces the camera as she speaks.

Narrator 2

Another area that is important for small children is to learn about their body and their body parts. Not only to name them, but to know what they do. To know that their fingers wiggle, and that they can use their fingers one at a time, or all together to do things. That their feet and their, and their legs, help them to walk, and to run, and to hop, and to skip, and to jump. They need to learn all of those and to know that they do more than one thing.

Narrator 1

A mother leans over a bathtub to bathe her infant, positioned in a baby bath seat. She uses a washcloth to touch his nose, then his chest, and then she washes his arm and fingers.

Mother

How about your nose? Can we wash your nose?

Narrator 2

Play games with your baby to teach him the parts of his body and what each is for.

Mother

Let's get . . . soap up your arm. Is this your arm? You want to go soapy, soapy all the way down your arm and your fingers. You got one finger, two finger, three finger, four finger, five fingers.