O&M Study Group: The New TAPS Curriculum
O&M Evaluations for Birth to Three

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Presented by:
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Orientation and Mobility Evaluations for Birth to Three

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From the beginning...

Figure 1 Photo of a young toddler playing on a floor mat.

The 6 “W”s

Who do we evaluate?
- Those referred for FVE
- Currently identified as VI

Why do we evaluate?
- Sensorimotor period
- Movement is learning
- The Texas O&M bill
- Windows of opportunity/CVI resolution
• Incidental learning

**The 6 W’s (Cont.)**

**When do we evaluate?**

• Prior to the annual IFSP
• Changes in vision
• When scheduled for an initial FVE

**Where do we evaluate?**

• Any environment that child frequents
• In the home (indoors and outdoors)
• In the childcare setting

**The 6 W’s (Cont.)**

**Which type of assessment(s) should be used?**

• Combination of:
  • Survey of parents and other service providers
  • Arena/play-based
  • Observations
  • Direct interaction

**The 6 W’s (Cont.)**

**What should the evaluation include?**


• Parent Interview
• Medical Overview
Preschool Orientation and Mobility Screening

Figure 2 Photo of the cover of AER Preschool Orientation and Mobility Screening.

O&M Assessment (Cont.)

TAPS (Part 3: Appendices pp. 57-81)

- O&M Assessment: Early Years of Birth Through Three Years, Tanni Anthony, 1/04.
  - Visual Development
  - Auditory Development
  - Tactile Development
  - Body Imagery
  - Object Permanence
  - Spatial Relationships

O&M Assessment

TAPS (Part 3: Appendices pp. 57-81)

- O&M Assessment Areas (cont.)
  - Cause and Effect
  - Imitation
  - Concepts Related to Properties of Objects and the Environment
  - Social-Emotional
  - Receptive Language
  - Expressive Language
O&M Assessment (Cont.)
TAPS (Part 3: Appendices pp. 57-81)

- O&M Assessment Areas (Cont.)
  - Fine Motor/Upper extremity Strength
  - Gross Motor: Reflexes
  - Gross Motor - balance/static/dynamic
  - Postural Tone
  - Self-Initiation

O&M Assessment (Cont.)
TAPS- Inventory of Purposeful Movement Behaviors- Tanni Anthony (Part 3: Appendices pp. 53-56)

- “Moves to”
- “Looks for”
- “Reaches for”
- “Seeks out”
- “Anticipates”
- “Retrieves”
O&M Concepts

- Home and Community Experiences
- Mobility Skills
- Mobility Techniques
- Use of Mobility Devices
- Orientation Skills
- Outdoor Travel Skills
- Identified Needs/Goals for O&M Instruction

O&M Assessment Considerations
- Building a rapport with parents
- Informing others of the time needed for a thorough evaluation
- Being proactive in strengthening the VI team
- Involve other disciplines
- Types of toys/objects-
  - Lighted, movement, textured, brightly colored, non-plastic, sound, reflective, predictable, etc.
From Assessment to IFSP

Steps to follow:

- Body awareness-
- Purposeful movement/body movement in relation to the environment
  - Turning toward
  - Reaching toward
  - Moving toward
  - Understanding the meaning of different rooms/areas in and around the house

Recommended Resources

Developmental Guidelines/Charts

The Insite Developmental Checklist: A Comprehensive Developmental Checklist for Multihandicapped Sensory Impaired Infants and Young Children Ages 0-6; Ski*Hi Institute, Department of Communicative Disorders, Utah State University. Logan, Utah.

Assessments/Evaluations


TAPS: Part 3 Appendices. pp 53-81.

...to conquering the world!

Figure 3 A young toddler with pail in hand prepares to go out the door.
Texas School for the Blind & Visually Impaired

Outreach Programs

Figure 4 TSBVI logo.

Figure 5 U.S. Department of Education, OSEP logo and disclaimer.