2017 Texas Symposium on DeafBlindness
The Texas Two-Steps
Saturday, 8:30-10:00 AM
March 3-4, 2017

Presented by
Tracy Hallak, TVI, Burleson ISD, Burleson, TX
hallaktracy@gmail.com
Gema Nelson, COMS, Mansfield ISD, Mansfield, TX
gema.nelson@sbcglobal.net

Developed for
Texas School for the Blind and Visually Impaired
Outreach Programs
Powerpoint for TExAS 2 Steps

(Successfully Teaching Early Purposeful Skills) An Evaluation Tool for Orientation and Mobility Specialist

Figure 1 Texas 2 STEPS logo

**Slide 2**

Texas 2 STEPS video

**Presented by: Texas Early Intervention Orientation and Mobility Team**

Handouts:

[www.slsbvitexas.org/texas2steps](http://www.slsbvitexas.org/texas2steps)

**Texas Early Intervention Orientation and Mobility Developing Members**

- Debra Sewell- TSBVI
- Tracy Hallak-Burleson ISD
- Stephanie Walker-ESC 11
- Marjorie Wood-O&M Consultant
- Jill Brown-Crowley ISD
- Olga Uriegas-Alexander Vision Center
- Michelle Johnson-Crowley ISD
- Shay Utley-Mansfield ISD
- Gema Nelson-Mansfield ISD

**Contributing Members**

- Dawn Adams
- Melba Bunch
- Steffani Oaks
- Susan Gordon
- Gwynne Reeves
IDEA 2004

“To ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.”

Looking at the Curricula

Curricula

- AEPS
- Batelle
- Callier Azusa
- Carolina Curriculum
- DAY C
- Functional Schemes
- Growing Up
- HELP (Hawaii Early Learning Profile
- INSITE
- Peabody Motor Development Scale
- Preschool O&M Screening
- Oregon Project
- Reynell Zinkin
- TAPS

Pilot 2015

Figure 2 Texas 2 STEPS logo
Figure 3 US Map showing regions

Chart showing the average amount of time spent on each evaluation.
Figure 4 Graph showing the overall rating of the Texas 2 STEPS using the likert scale

**Would you use this tool again?**

![Pie chart](image)

Figure 5 Graphic showing 97% of respondents would use this tool again and 3% were undecided.

**Implications**

- There was no correlation between years of experience and whether the tool was user friendly. So regardless of experience the tool was a benefit.
- There was no correlation between the time necessary for administering the evaluation and the number of years as an O&M Specialist.

**Evaluation & Curriculum Tool**

Figure 6 Texas 2 STEPS logo
T2S Curriculum Layout

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ificial in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds.</td>
<td>- E +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Suggestions: When child is lying on stomach, observe head position and control. Child may need assistance with weight bearing, positioning forearms under shoulders and body.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Figure 7 Image of the Texas 2 STEPS Curriculum Layout: Chart headings include: Age (Mo.), Skill, Behavior, Date/Score, and Evaluation suggestions.

Figure 8 Image shows Mobility Skill # with the following information: Desired Behavior, Purpose as Related to O&M, Activities/Routines, Infused Skills, Areas of Concern, and Stepping Forward.

Mobility Head Control 2.16

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>02.00-04.00</td>
<td>Head Control 2.16</td>
<td>When in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds.</td>
<td>- E +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Suggestions: When child is lying on stomach, observe head position and control. Child may need assistance with weight bearing, positioning forearms under shoulders and body.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Figure 9 The same chart as above with the following information: Age - 2-4 months, Skill- Head Control 2.16, Behavior - When in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds. Evaluation suggestions: When child is lying non stomach, observe head position and control. Child may need assistance with weight bearing, positioning forearms under shoulders and body.
Mobility Head Control 2.16

Desired Behavior:
2.16 When in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds.

Figure 10 Image of infant in prone position with head and upper trunk elevated.

Purpose as Related to O&M:

- Facilitates localization
- Helps child work against gravity
- Overall body tone relates to future balance, sitting and standing skills
- Promotes body awareness
- Provides foundational skills for trunk control
- Strengthens neck and abdominal muscles

Mobility Head Control 2.16

Activities/Routines:

- While child lies on tummy, place a small bolster, rolled towel or blanket under the child’s upper body with arms forward. Place a variety of stimuli for child to attend in front or above line of vision. Stimuli may include favorite toys, rattles, person making funny faces and sounds, safety mirror or window.

Figure 11 Image of infant on bolster in prone with arms forward looking at a rattle hanging in front of his/her face.
Mobility Head Control 2.16

Activities/Routines:
- With adult lying on floor, place child with his tummy on your tummy. Child may need assistance positioning forearms under shoulders. Talk, sing, and encourage child to lift head.

Figure 12 Image of infant in prone on adult's chest.

Mobility Head Control 2.16

Activities/Routines:
- Using a large exercise ball, place the child on his tummy directly on the ball. Provide assistance with positioning the forearms under his shoulders. Gently move the ball back and forth.
- To encourage longer tummy time activities, use gentle massage techniques.
- Use prone position as part of the diapering routine, by turning your child onto her stomach and propping her up on her straightened arms for a few seconds.

Infused Skills:
- Balance
- Orientation
- Posture

Mobility Head Control 2.16

Areas of Concern:
- Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments

Stepping Forward:
- Increased ability to sustain head in lifted position
- Neck muscles will strengthen to facilitate maintaining head in lifted position
- Increased head control for sitting independently
- Weight-bearing on forearms leads to increased balance
- Weight-shifting and increase balance to facilitate reaching for objects
### Mobility Rolling 4.10

**Name:**

**DOB:**

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-09.00</td>
<td>Rolling 4.10</td>
<td>Child will make consecutive rolls toward a specific target or stimulus.</td>
<td>- E +</td>
</tr>
</tbody>
</table>

**Evaluation Suggestions:** Provide stimulus for child

**Comments:**

---

Figure 13 Chart showing Mobility Rolling 4.10. Information includes: Age 7-9 months, Skill-Rolling 4.10, Behavior - Child will make consecutive rolls toward a specific target or stimulus. Evaluation Suggestions: Provide stimulus for child.

### Mobility Rolling 4.10

**Desired Behavior:**

4.10 Child will make consecutive rolls toward a specific target or stimulus.

---

Figure 14 Image of a toddler making consecutive rolls towards a teddy bear.

**Purpose as Related to O&M:**

- Develops motor planning
- Encourages independent movement toward a desired location or item/toy
- Promotes problem solving
- Provides opportunities for cause and effect
**Mobility Rolling 4.10**

**Activities/Routines:**
- Place stimuli at a variety of distances to encourage exploration of space by rolling.
- Encourage child to locate and roll toward desired item or person.
- Use a large defined space to promote a predictable secure environment.
- Use a resonance board upside down so there is a raised edge for a border.

**Infused Skills:**
- Foundational skills for increasing environmental exploration
- Object permanence
- Mental mapping
- Positional concepts
- Problem solving
- Spatial awareness

**Areas of Concern:**
- If child is fearful to roll consecutively, they may need physical prompting to explore their environment

**Stepping Forward:**
- Reach and grasp to obtain objects/toys independently
- Begin creeping

**Mobility Reaching 5.8**

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>06.00-09.00</td>
<td>Reaching 5.8</td>
<td>When in prone position resting on forearms, child will then reach out with one arm to obtain a desired object.</td>
<td>- E +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Suggestions: When lying on stomach, child will push up to forearms. Child will shift weight while reaching out with other arm to retrieve object.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
**Mobility Reaching 5.8**

**Activities/Routines:**

- Present object or stimulus on the side rather than midline.

![Image showing infant reaching for bundle of keys ahead and to the right.](image)

**Figure 15 Image showing infant reaching for bundle of keys ahead and to the right.**

- Place a rolled towel or small wedge child to encourage push up position.

![Image of child on bolster playing with blocks.](image)

**Figure 16 Image of child on bolster playing with blocks.**

- Child may be placed over adult leg to lift child's chest to encourage them to push up on the arms and hands. Place stimulus to one side to encourage reaching with the one hand while bearing weight on the other.
- Be sure to encourage reaching with both hands
- Lay down face to face with the child and encourage the child to reach for the adult.
- Lie the child on adult’s chest and encourage them to push up and reach for adult.

**Mobility Reaching 5.8**

**Infused Skills:**

- Fine Motor
- Weight-Shifting

**Areas of Concern:**

- A child that is other sensory impairments may need more physical prompting.
- Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments

**Stepping Forward:**

- Creeping forward to obtain an object
### Mobility Crawling 9.10

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-17.00</td>
<td>Crawling 9.10</td>
<td>Child will crawl over low obstacles and a variety of surfaces.</td>
<td>- E +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Suggestions: Child will crawl transferring self from one</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>surface to another and over low obstacles such as a door threshold,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>adult legs, or a pillow.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

### Mobility Crawling 9.10

**Desired Behavior:**

9.10 Child will crawl over low obstacles and a variety of surfaces.

![Image of toddler crawling across chair cushions to reach a ball.](image)

**Figure 17 Image of toddler crawling across chair cushions to reach a ball.**

**Purpose as Related to O&M:**

- Facilitates proprioception
- Increases environmental awareness
- Integrates reciprocal movement
- Promotes problem solving
- Requires weight-bearing and weight-shifting
- Stimulates the vestibular system
- Utilizes motor planning
Mobility Crawling 9.10

Activities/Routines:

• Give opportunities for child to move over a variety of surfaces. See Appendices E: Environmental – Tactual for practical idea

• Place a toy or desired object just out of reach and encourage movement over obstacles such as adult leg, door thresholds, etc. Once the child locates the toy or object allow time to play with it before moving it again. Gradually increase the distance of toy or object to encourage crawling.

• During daily routines, place child a few feet from desired activity to encourage crawling with a low obstacle placed in the path (e.g., high chair, bath tub, family member)

• Set up an obstacle course such as crawling over cushions, toys, pillows, etc.

Mobility Crawling 9.10

Activities/Routines:

• Put several balls or toys in a box with low sides or kiddie pool and have child crawl in and out. A wedge could be placed next to the box or pool and child move up the wedge to get in the box or pool. The wedge could be used as a beginning slide.

• Verbally reinforce concepts related to orientation. (e.g., in, out, over, under, around, left and right, etc.)

Infused Skills:

• Hand strength and finger dexterity

• Overall body strength

• Postural stability

• Toleration of surface changes

Mobility Crawling 9.10

Areas of Concern:

• Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments

• Ensure appropriate and safe positioning

• Be aware that some children may have aversion to various textures. Consult with the OT or TVI regarding these sensory issues

Stepping Forward:

• Reaching for objects while in a crawling position

• Transitioning to sitting, standing, and climbing

• Mental mapping
### Mobility Climbing 13.5

#### Desired Behavior:

13.5  Child will *ascend* 2-4 steps, alternating feet, *with support*

![Image of a child climbing steps with an adult holding both of her hands.](image)

**Figure 18 Image of a child climbing steps with an adult holding both of her hands.**

**Purpose as Related to O&M:**

- Encourages motor planning
- Facilitates vestibular input
- Provides proprioceptive and tactual input

<table>
<thead>
<tr>
<th>Age (Mo.)</th>
<th>Skill</th>
<th>Behavior</th>
<th>Date/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.00-30.00</td>
<td>Climbing 13.5</td>
<td>Child will <em>ascend</em> 2-4 steps, alternating feet, <em>with support.</em></td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child will walk up steps alternating feet and holding on to the adult's hand or railing.</td>
<td>+</td>
</tr>
</tbody>
</table>
Mobility Climbing 13.5

Activities/Routines:

• When walking up steps, adult may need to add tactual and auditory prompts to encourage use of alternating stepping pattern.

• When entering or exiting a building, hold child's hand while stepping over thresholds and up steps. Use descriptive language such as inside, outside, up, over, through, and down.

• Play games or sing songs while moving up stairs encouraging exaggerated movements such as stomping. Use rhythm or counting to encourage alternating feet.

• Add tactual, visual or auditory cue on wall or rail at each step for child to discover when walking up stairs. Adult may need to hold child's other hand for additional support.

• Encourage child move up steps by providing a desired toy or activity at the top of the steps (e.g., come upstairs to play the piano with me, come upstairs to get your bottle).

• Provide multiple opportunities for child to practice this skill in various natural environments (e.g., backyard, playground, park, buildings, and businesses).

Mobility Climbing 13.5

Infused Skills:

• Bilateral motor coordination

• Environmental awareness

• Following directions

• Spatial, directional, positional concepts

• Trailing

• Weight-shifting

Areas of Concern:

• Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, and motor impairments

• Provide close adult supervision to ensure safety during movements

• If steps are unavailable in or around the child's home, consider other natural environments such as parks and playgrounds

Stepping Forward:

• Walking down steps alternating feet
## Mobility Cane Skills 17.1

### Desired Behavior:

17.1 Child will maintain grip on cane/adaptive mobility device (AMD) when walking

![Image showing toddler gripping a cane held by an adult.](image)

### Purpose as Related to O&M:

- Encourages body awareness – body to object
- Expands safe and efficient travel techniques
- Facilitates cane/adaptive mobility device as a tool for travel
- Promotes independent travel
Mobility Cane Skills 17.1

Activities/Routines:

- For some students, use of both hands on a device, sturdy push toy, or child size grocery cart, may be necessary before advancing to the use of one hand.
- Help child gain concept of “hold on” with an item of interest, piece of PVC pipe, or cane grip.
- Use auditory and visual stimulus to encourage following a short route while maintaining grip on device.
- Adapt the grip to fit the child’s hand (e.g., Crayola® Model Magic®, finger pocket, molding materials)

Slide 44

Figure 20 Image that reads: Thanks y'all!
TEXAS 2 Steps

(Successfully Teaching Early Purposeful Skills) An Evaluation Tool for Orientation and Mobility Specialist

Introductions

Video of infants and toddlers

Video description available upon request and online at www.slsbvitexas.org/texas2steps

Presented by:

Texas Early Intervention Orientation and Mobility Team

Handouts:

www.slsbvitexas.org/texas2steps

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IDEA 2004

“To ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.”
Looking at the Curricula

AEPS - Assessment, Evaluation, and Programing System for Infants and Children
- Fine Motor
- Gross Motor
- Adaptive Area
- Cognitive Area
- Social Communication Area
- Social Area

Battelle Developmental Inventory (2nd Edition)
- Adaptive
- Personal Social
- Communication
- Motor
- Cognitive

Callier Azusa - A Developmental Curriculum
- Fine Motor Development
- Intellectual Development
- Language Development
- Physical Development
- Self Help Skills
- Social Personal Development

The Carolina Curriculum for Infants and Toddlers with Special Needs

Curriculum Sequences
- Visual Pursuit
- Object Permanence
- Auditory Localization
- Attention and Memory
- Concept Development
- Understanding Space
- Functional Use of Objects
- Problem Solving
• Visual Perception
• Prevocabulary/Vocabulary
• Imitation: Sound and Gesture
• Reponses to Communication
• Conversation Skills
• Self Direction
• Social Skills
• Self Help Skills: Eating, Dressing, Grooming
• Fine Motor Skills
• Visual Motor Skills
• Gross Motor Skills: Prone, Supine, Upright

**DAYC : Developmental Assessment of Young Children**

• Fine Motor Development
• Intellectual Development
• Language Development
• Physical Development
• Self Help Skills
• Social Personal Development

**Functional Scheme (Lilli Nielsen, PhD)**

• Gross Movement
• Fine Movement
• Mouth Movement
• Visual Perception
• Auditory Perception
• Haptic-tactile Perception
• Smell and Taste
• Spatial Perception
• Object Perception
• Language Verbal
• Language Non Verbal
• Comprehension of Language
• Social Perception
• Emotional Perception
• Play and Activities
• Toileting Skills
• Undressing and Dressing
• Personal Hygiene
• Eating Skills

**GROWING UP - A Developmental Curriculum**

• Fine Motor Development
• Intellectual Development
• Language Development
• Physical Development
• Self Help Skills
• Social Personal Development

*Based on Piaget's stages of development

**Hawaii Early Learning Profile (HELP)**

• Introduction
• Instructions
• Cognitive
• Language
• Gross Motor
• Fine Motor
• Social Emotional
• Self Help
• Appendixes

**The INSITE Developmental Curriculum**

• Gross Motor
• Fine Motor
• Self Help
• Cognition
• Communication
• Vision
• Audition
• Taction

Oregon Project for Preschool Children Who Are Blind or Visually Impaired

Introduction-Overview, Directions, Implementation Strategies, Teaching Activities

• Cognitive
• Language
• Compensatory
• Vision
• Self Help
• Social
• Fine Motor
• Gross Motor

References, Resources, Make and Do, Play and Development, Forms

PDMS-Peabody Developmental Motor Scales

Gross Motor Scales

• Reflexes
• Stationary
• Locomotion
• Object Manipulation

Fine Motor Scales

• Grasping
• Visual Motor Integration

Perkins Activity and Resource Guide

• Foundations of Learning: Language, Cognition and Social Relationships
• Motor Development: Gross and Fine Motor
• Functional Academics
• Vocational Skills for All Ages
• Daily Living
• Independent Living Skills
• Sensory Integration
• Developmental Music
• Orientation and Mobility
• Enhancing the Use of Functional Vision
• Self Help Skills
• Social Personal Development

Teaching Age Appropriate Skills – TAPS

• The Curriculum
• Comprehensive Initial and Ongoing Evaluation
• Appendices
• Supplement: Street Crossings for Travelers Who Are Visually Impaired
• Description and Use
• Working with Students Who Have Multiple Impairments
• Educational Goals and Objectives with Teaching Strategies
  o Home Living Environments
  o Campus Environment
  o Residential Environment
  o Commercial Environment
  o Public Transportation
  o Ambulatory Devices

• References, Resources, Glossary, Index

Pilot 2015

Pilot of Evaluation Tool

• 83 Packets were sent out
• 32 participants returned evaluation surveys

Participants completed from 1 to 7 evaluations during the allotted time frame.

• 68 evaluations were completed by the 31 participants
• The mean number of evaluations completed by each participant was 2.67

Participant Geographical Data

• 55% (17 participants) Texas
• 3% (1 participant) Southwest (minus Texas)
• 6% (2 participants) Pacific
• 13% (4 participants) Rocky Mountains
• 19% (6 participants) Midwest
• 6 % (2 participants) Northeast
• 3% (1 participant) Southeast
• 3% (1 participant) Unidentified
Average Amount of Time Spent on Each Evaluation
- Reported time for evaluations ranged from 1 to 7 hours
- 48% (15 participants) reported 0-2 hours
- 35% (11 participants) reported 2-4 hours
- 10% (3 participants) reported over 4 hours
- 6% (2 participants) omitted information or it was unclear.

Overall Rating of the Texas 2 STEPS Using Likert Scale
- low=0
- below average=0
- average=4
- above average =15
- High= 11

Would you use this tool again?
- 97% Absolutely
- 3% Undecided

Implications
- There was no correlation between years of experience and whether the tool was user friendly. So regardless of experience the tool was a benefit
- There was no correlation between the time necessary for administering the evaluation and the number of years as an O&M Specialist.
Evaluation & Curriculum Tool

Mobility Head Control 2.16

Desired Behavior:

2.16 When in prone position, child will elevate head and upper trunk 45 degrees, bearing weight on forearms and hands, and will hold head in midline for 5-10 seconds.

Purpose as Related to O&M:

- Develops overall body tone relates to future balance, sitting and standing skills
- Promotes body awareness
- Provides foundational skills for trunk control
- Strengthens neck and abdominal muscles

Activities/Routines:

While child lies on tummy, place a small bolster, rolled towel or blanket under the child’s upper body with arms forward. Place a variety of stimuli for child to attend in front or above line of vision. Stimuli may include favorite toys, rattles, person making funny faces and sounds, safety mirror or window.

With adult lying on floor, place child with his tummy on your tummy. Child may need assistance positioning forearms under shoulders. Talk, sing, and encourage child to lift head.
Using a large exercise ball, place the child on his tummy directly on the ball. Provide assistance with positioning the forearms under his shoulders. Gently move the ball back and forth.

To encourage longer tummy time activities, use gentle massage techniques.

Use prone position as part of the diapering routine, by turning your child onto her stomach and propping her up on her straightened arms for a few seconds.

**Infused Skills:**
- Localization
- Orientation
- Posture
- Sensory Integration

**Areas of Concern:**
- Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments

**Stepping Forward:**
- Increased ability to sustain head in lifted position
- Neck muscles strengthen to facilitate maintaining head in lifted position
- Increased head control for sitting independently
- Weight-bearing on forearms leads to increased balance
- Weight-shifting and increase balance to facilitate reaching for objects

**Image Description:**

Image 1: Picture of child lying on floor on stomach. Child is raising head up using hands and forearms to support self.

Image 2: Picture of child on floor lying on stomach with a small pillow under shoulders. Child is raising head using hands to push up to look at toy dangling in front.

Image 3: Picture of adult lying on floor on back with head on a pillow. The child is lying on adult, on stomach pushing on forearms and hands to push up to view adult’s face.
Mobility Rolling 4.10

Desired Behavior:

4.10 Child will make consecutive rolls toward a specific target or stimulus.

Image 4

Purpose as Related to O&M:

- Develops motor planning
- Encourages independent movement toward a desired location or item/toy
- Provides opportunities for cause and effect

Activities/Routines:

- Place stimuli at a variety of distances to encourage exploration of space by rolling.
- Encourage child to locate and roll toward desired item or person.
- Use a large defined space to promote a predictable secure environment.
- Use a Resonance Board™ upside down so there is a raised edge for a border.

Infused Skills:

Foundational skills for increasing environmental exploration

- Object permanence
- Mental mapping
- Positional concepts
- Problem solving
- Spatial awareness
Areas of Concern:

- If child is fearful to roll consecutively, they may need physical prompting to explore their environment

Stepping Forward:

- Reach and grasp to obtain objects/toys independently
- Begin creeping

Image Description:

Image 1: Picture of child lying on back on floor. The child is rolling from back to stomach to get a toy.
Mobility Reaching 5.8

Desired Behavior:

5.8 When in prone position resting on forearms, child will then reach out with one arm to obtain a desired object.

Image 5

**Purpose as Related to O&M:**

- Encourages environmental awareness
- Precursor to forward movement

**Activities/Routines:**

- Present object or stimulus on the side rather than midline.

Image 6

- Place a rolled towel or small wedge child to encourage push up position.

Image 7

- Child may be placed over adult leg to lift child’s chest to encourage them to push up on the arms and hands. Place stimulus to one side to encourage reaching with the one hand while bearing weight on the other.
• Be sure to encourage reaching with both hands.
• Lay down face to face with the child and encourage the child to reach for the adult.
• Lie the child on adult’s chest and encourage them to push up and reach for adult.

**Infused Skills:**
• Fine Motor
• Weight-Shifting

**Areas of Concern:**
• A child that is other sensory impairments may need more physical prompting
• Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments

**Stepping Forward:**
• Creeping forward to obtain an object

**Image Description:**
Image 1: Picture of child lying on stomach reaching forward with one hand towards a set of toy keys.
Image 2: Picture of child lying on stomach on floor reaching with both hands towards a set of toy keys.
Image 3: Picture of child lying on stomach on the floor with a rolled towel under arms. The child is reaching forward to play with several small cubes.
**Mobility Crawling 9.10**

**Desired Behavior:**

9.10 Child will crawl over low obstacles and a variety of surfaces.

**Purpose as Related to O&M:**

- Advances weight-bearing
- Develops overall body strength
- Encourages hand strength and finger dexterity
- Improves postural stability
- Integrates reciprocal movement
- Stimulates weight-shifting
- Utilizes motor planning

**Activities/Routines:**

- Give opportunities for child to move over a variety of surfaces. See Appendices E: Environmental – Tactual for ideas.
- Place a toy or desired object just out of reach and encourage movement over obstacles such as adult leg, door thresholds, etc. Once the child locates the toy or object allow time to play with it before moving it again. Gradually increase the distance of toy or object to encourage crawling.
- During daily routines, place child a few feet from desired activity to encourage crawling with a low obstacle placed in the path (e.g., high chair, bath tub, family member).
- Set up an obstacle course such as crawling over cushions, toys, pillows, etc.
- Put several balls or toys in a box with low sides or kiddie pool and have child crawl in and out. A wedge could be placed next to the box or pool and child move up the wedge to get in the box or pool. The wedge could be used as a beginning slide.
- Verbally reinforce concepts related to orientation (e.g., in, out, over, under, around, left and right, etc.).

**Infused Skills:**
- Environmental awareness
- Problem solving
- Proprioceptive awareness
- Tolerance of surface changes
- Vestibular awareness

Areas of Concern:
- Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, other motor impairments
- Ensure appropriate and safe positioning
- Be aware that some children may have aversion to various textures. Consult with the OT or TVI regarding these sensory issues

Stepping Forward:
- Reaching for objects while in a crawling position
- Transitioning to sitting, standing, and climbing
- Mental mapping

Image Description:
Image 1: Picture of child crawling from the floor onto a small mat.
Mobility Climbing 13.5

Desired Behavior:

13.5 Child will ascend 2-4 steps, alternating feet, with support.

Purpose as Related to O&M:

- Develops trailing
- Encourages motor planning
- Promotes weight-shifting
- Supports bilateral motor coordination

Activities/Routines:

- When walking up steps, adult may need to add tactual and auditory prompts to encourage use of alternating stepping pattern.
- When entering or exiting a building, hold child’s hand while stepping over thresholds and up steps. Use descriptive language such as inside, outside, up, over, through, and down.
- Play games or sing songs while moving up stairs encouraging exaggerated movements such as stomping. Use rhythm or counting to encourage alternating feet.
- Add tactual, visual or auditory cue on wall or rail at each step for child to discover when walking up stairs. Adult may need to hold child’s other hand for additional support.
- Encourage child move up steps by providing a desired toy or activity at the top of the steps (e.g., come upstairs to play the piano with me, come upstairs to get your bottle).
- Provide multiple opportunities for child to practice this skill in various natural environments (e.g., backyard, playground, park, buildings, and businesses).
Infused Skills:

- Environmental awareness
- Following directions
- Proprioceptive and tactual input
- Spatial, directional, positional concepts
- Vestibular input

Areas of Concern:

- Consult with Physical Therapist or Occupational Therapist for: hypertonia; hypotonia, and motor impairments
- Provide close adult supervision to ensure safety during movements
- If steps are unavailable in or around the child's home, consider other natural environments such as parks and playgrounds

Stepping Forward:

- Walking down steps alternating feet

Image Description:

Image 1: Picture of child stepping up to next step while holding adult's hands for support.
Mobility Cane Skills 17.1

Desired Behavior:

17.1 Child will maintain grip on cane/adaptive mobility device when walking.

Image 10

Purpose as Related to O&M:

- Expands safe and efficient travel techniques
- Facilitates cane/adaptive mobility device as a tool for travel
- Promotes independent travel

Activities/Routines:

- For some students, use of both hands on a device, sturdy push toy, or child size grocery cart, may be necessary before advancing to the use of one hand.
- Help child gain concept of “hold on” with an item of interest, piece of PVC pipe, or cane grip.
- Use auditory and visual stimulus to encourage following a short route while maintaining grip on device.
- Adapt the grip to fit the child’s hand (e.g., Crayola® Model Magic®, finger pocket, molding materials)

Infused Skills:

- Body awareness – body to object
- Environmental awareness
- Fine motor
- Kinesthetic perception
Areas of Concern:

- Ensure that environments are safe prior to engaging in activity
- Child must be able to stand upright without putting weight on toy for support, not to be used for balance
- Encourage aligned posture and head held in an upright position while walking: students with low vision may demonstrate head tilt for optimal viewing
- When adaptations are made to a cane, tactual information received from the cane may be compromised

Stepping Forward:

- Increasing travel distance
- Independent cane use
- Refer to TAPS Curriculum, Adaptive Mobility Devices section

Image Description:

Image 1: Picture of child holding onto an adult’s mobility cane at waist level. Adult is holding cane above child.
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 21 TSBVI logo.

"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 22 IDEAs that Work logo and OSEP disclaimer.