2020 Texas Focus: Self-Determination
Saturday, February 29th, 2020
10:15 AM-11:45 AM
Why O&M?

Presented by
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Developed for
Texas School for the Blind & Visually Impaired Outreach Programs
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Power Point Content

Slide 1:
Why O&M?
Sandra Olphie and Naia Subedar

Slide 2:
Introduction
Who are we?
- Sandra Olphie - Certified O&M Specialist, Pflugerville ISD
- Naia Subedar - Former student of Sandy’s, currently a User Interface / User Experience Designer, Visual Artist and Entrepreneur.

Who are you?

Slide 3:
Introduction
Purpose
- Learn the importance of O&M services to Elementary, Middle, and High school students who have Visual Impairments.
- Gain new methods to explain the importance of O&M services during the school years.
- Impact O&M has on self-determination and life after high school

Slide 4:
Video
Summary
The following video gives examples of several young adults using their O&M skills and discussing the impact of O&M instruction during Elementary through High school upon their college lives.
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**Slide 5:**
Video, “Why O&M?”

*Figure 1 Photo of Naia on a bus.*

**Slide 6:**
Video
- Where is everyone now?
- Audience comments, thoughts, things learned

**Slide 7:**
Personal Experiences from Naia

**Slide 8:**
Recognizing the importance of O&M instruction during the school years
- What are some challenges?
- What are the solutions?

**Slide 9:**
Handout - Age appropriate O&M Goals
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**Slide 10:**

What message does this give the young person?

![Slide 10](image)

*Figure 2 Two drawings of adult and child who is visually impaired. On the left the adult holds the child's hand and the child plays with his cane. On the right the child leads using his cane and the adult follows.*

**Slide 11:**

Dad: We'll have an order of chicken nuggets.

Dad: She loves chicken!

![Slide 11](image)

*Figure 3 Two drawings showing a parent ordering food for his child versus her using her telescope to view the menu and order for herself.*
Slide 12:
Mom: I'll cancel my appointment to take you to the movies.

Figure 4 Drawing representing mom telling son she will drive him to movie.

Mom: Call me when you meet up with your friend David, here’s some bus money.

Figure 5 Illustration representing Mom giving her son bus money.

Slide 13:
Problem Solving: Goals and To-Do Lists
- Think of your student or child with visual impairments
- Write down a goal you wish for them to achieve by the time they are 25
- Create the To-Do list they need for this goal
Developmental Sequence of Orientation and Mobility Skills

INFANTS (0-3)

- Demonstrates awareness of body parts and body movements
- Demonstrates purposeful movement: rolls, scoots, crawls, creeps, cruises, walks, runs, etc.
- Demonstrates tolerance of textures
- Displays interest and varied responses to an array of textures
- Identifies textures and terrains (emerging, age 3)
- Demonstrates purposeful use of familiar sounds (awareness, identification, localization)
- Recognizes familiar people and objects
- Utilizes landmarks for orientation
- Explores and makes discoveries within the environment (bark on tree, open a cabinet door, cause/effect)
- Demonstrates appropriate modified mobility techniques (hand trailing, protective techniques; guiding techniques, etc.)
- Purposefully searches for desired, dropped, or lost objects
- Begins to organize personal space (age 3)
- Explores unfamiliar environment with adult
- Develops purposeful use of familiar household objects and environments
- Uses pre-cane devices (if deemed appropriate)
- Travels independently within home and class (if in pre-school or daycare)
- Functionally uses toys for enjoyment and 2 common objects functionally
- Shows anticipation in familiar routines
- Effectively communicates wants and needs (cries, laughs, talks, points, vocalizing)
- Follows one to two step commands
EARLY CHILDHOOD / KINDERGARTEN (3-5)

- Travels independently within home and classroom (if in daycare or pre-school)
- Travels with supervision outdoors (in yard and playground) and to/from bus/car
- Travels with assistance in neighborhood (home and school)
- Identifies all major and most minor body parts/planes and is able to perform most functional body movements
- Uses landmarks and clues to maintain and re-establish orientation
- Uses wheeled toys (ride on bikes, push toys) for development of spatial awareness
- Utilizes vision optimally to maintain personal safety and orientation
- Identifies distinctive textures and objects in the environment with and/or w/out pre-cane device
- Localizes and identifies familiar sounds
- Uses auditory clues or landmarks
- Uses auditory information for specific purposes at home and in the school (Ages 3-5)
- Uses mobility devices or long cane
- Uses modified pre-mobility techniques (hand trailing, protective techniques, guide)
- Interacts appropriately with people and objects in the home, school, community
- Displays age appropriate social skills with adults in home, school and community
- Demonstrates functional relationships of a multitude of common objects in home, school and community
- Uses playground equipment for age appropriate recreation and play
- Follows a daily schedule
- Responds and reacts to physical/verbal safety alerts from adult ("hot" or "stop")
- Demonstrates knowledge of different textures, shapes, and quality of objects (wet/dry)
- Demonstrates direction taking and squaring off strategies to follow a linear, forward path
FIRST GRADE

- Travels independently within home, classroom, school, playground
- Travels within one block radius of home with monitor
- Demonstrates knowledge of minor body parts on self and others
- Demonstrates awareness of directionality on self (right/left)
- Demonstrates basic residential skills and concepts
- Demonstrates age appropriate gross motor skills (runs, hops, skips, rides bike, etc.)
- Exposure and practice using cane in community (with adult supervision)
- Provides emergency information on request, (personal, medical, parent)
- Displays beginning map skills (picture vs. map, landmark features)
- Able to explain and demonstrate appropriate guiding techniques to familiar people

SECOND / THIRD GRADE relevant public interaction to remain safe while displaying age appropriate social skills

- Travels independently within 3-4 block radius with assistance/monitoring (3rd grade)
- Utilizes simple residential travel skills, walking down a block, identifying street, curb, driveway, etc.
- Initiates recovery techniques in residential setting (recovers when veer from sidewalk or re-orient with to a route with support)
- Utilizes right/left appropriately
- Develops awareness of community
- Independently solicits aid when needed from
- Develops awareness and can list cardinal directions in relationship to one another
- Identifies directionality of pedestrian or vehicular traffic
- Crosses street from corner to corner when all quiet/all clear with monitor attending
- Identifies/distinguishes between type of traffic control at 2 or 4 way stop intersections using traffic flow
- Crosses at 2 and 4 way stop intersections with monitor, in the absence of traffic with adult monitor
- Develops formal orientation skills (route retention/reversals, organization of space)
- Can identify and use keys on maps and directories posted in the community
- Experience with utilizing escalators and elevators with monitor
- Utilizes time and distance estimates for functional travel in familiar settings
- Exposure and practice with using cane in home, school, and quiet residential environments, and community with family and during instruction
- Emerging skills with low vision devices
- Provides verbal directions to adult to/from school and home
FOURTH / FIFTH GRADE

- Travels independently within 6 block radius with minimal supervision (by 5th grade)
- Recognizes type of traffic control (traffic light, stop sign, and yield signs) and can explain how they control traffic flow
- Independently crosses at basic lighted intersections with monitor
- Identifies and uses pedestrian signals and crosswalks to cross basic light controlled intersection with monitor
- Independently uses appropriate mobility devices
- Maintains orientation at home, school, and familiar and semi-familiar residential areas
- Performs complex routes in a variety of settings
- Develops skills to travel and interact with the public in a variety of community settings
- Utilizes visual devices independently
- Utilizes maps to plan and execute routes
- Utilizes compass directions for orientation in familiar contexts
- Understands and utilizes analog clock face concepts for purposes of orienting to near items (dinner plate or items on a table) or distant items/places (post office is at 12 o’clock, fire station at 4 o’clock)
- Utilizes numbering systems to locate objectives destinations in familiar settings
- Identifies the function of various commercial/public facilities
- Can identify and list three types of public transportation and two pros and cons for each
SIXTH TO EIGHTH GRADE

- Demonstrates skills necessary to travel in commercial areas with minimal supervision
- Independently plans and executes routes in residential and small business areas
- Independently obtains information from multi-media sources (phone, computer, informational signs) to increase knowledge i.e. restaurant or shopping hours, school activities, etc.
- Independently uses escalators and elevators during short durations of independent travel in a mall, grocery store, etc.
- Utilizes numbering systems/address system to locate objectives in unfamiliar setting
- Identify potentially safety situations and understand procedures on notifying appropriate adult
- Has personal/safety awareness (appropriate conversations with adults, knowing who to share personal information with)
- Independently manages personal effects (money, cane, jacket, wallet/purse) to travel to off campus destinations in the community/complex environments
- Emerging understanding of concepts in participating in group travel, soliciting rides (from friends, neighbors, family members, etc.)
- Manages simple shopping procedures (helping parent with shopping)
- Utilizes online resources to gain information on trip planning, obtaining address, etc.
- Appropriately accepts or declines assistance and demonstrates appropriate guide technique when needed
- Uses technology to remain or regain orientation (apps on tablets or smartphones, GPS features on smart phones, Braille note tech, GPS stand-alone equipment)
NINTH-TWELTH GRADE

- Travels independently in a downtown area
- Utilizes public transportation independently to meet personal needs
- Plans and executes routes to meet personal needs (from bus/car drop off to destination)
- Identifies travel needs to meet vocational goals
- Uses problem solving skills to independently and effectively solicits appropriate and useful information to obtain services or locate objectives
- Demonstrates independent familiarization techniques in unfamiliar areas
- Can give verbal directions to own home/school/etc. to a person in the community (when using taxi)
- Utilizes various public/commercial facilities for the intended purpose
- Demonstrates knowledge of post-graduate O&M services that could be obtained via outside agency
- Spontaneously offers reciprocity in return for rides and other favors
- Demonstrates effective time management with multiple points in the community (planning routes including public transportation with walking component to meet time deadlines)
- Applying and utilizing reduced card fare, state ID, debit card, student checking accounts
- Using technology to access banking information, obtain cash
- Demonstrates telephone skills or smartphone app to request transportation (call a taxi or other personal ride share service)

Originally developed by Marjie Wood and COMS from AISD
Date unknown but prior to 1990. Revision made by Region 13 COMS team 2016
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Figure 6 TSBVI logo

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