

Welcome



This Training is being Recorded.

***Please feel free to ask questions as they come up,
but we will have several Chat Box Check-Ins
throughout the training.***

Office Hours- Orientation and Mobility

Maine Department of Education
Office of Special Services & Inclusive Education
Supervision, Monitoring, and Support Team
Presented by: Alicia Stevens/Esther Butler

12/11/2023





Colette Sullivan
Federal Programs Coordinator



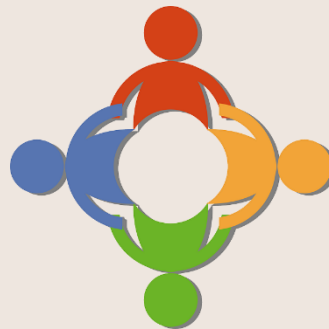
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Orientation & Mobility for Young Children

{ Presented by: Sharisse Roberts, COMS
{ Division for the Blind & Visually Impaired

"80 percent of what children learn comes through their visual processing of information" - <http://www.covd.org>

Legal Implications - IDEA

- In the 1997 revision, O&M was designated as one of the “related services” that is required, as appropriate, to be provided to children who are visually impaired or blind, including those with additional disabilities
- Part of the ECC (Expanded Core Curriculum)
- Appropriate assessment, planning and instruction in O&M should be conducted by Certified Orientation & Mobility Specialists (COMS) or Interns supervised by COMS
 - TVIs can only do screenings, not evaluations
- Listed in the IEP or IFSP
 - Materials/Equipment may need to be purchased by the school/CDS
 - Physical accommodations may also be recommended to make the school more accessible and safe

So... Who provides what?

Division for the Blind and Visually Impaired (DBVI)

- 11 O&Ms throughout the state of Maine
 - Provides services to all ages (birth to 102+)
- Blindness Rehabilitation Specialists (BLRS)
 - Assists with coordinating vision services for families
- Between Somerset, Piscataquis, Penobscot, Hancock & Washington counties, there are 4 O&Ms & 2 BLRSs
- No cost-services through contract with Dept of Ed.

Catholic Charities of Maine (CCMaine)

- Teachers of the Visually Impaired (TVI) throughout the state of Maine; some TVIs are dual certified as an O&M
- Provides educational services (birth to high school graduate)

IRIS Network

- Vision Rehabilitation Therapists (VRT) throughout the state of Maine; some VRTs are dual certified as an O&M
- Provides independent living skills training to adults, including home management, personal care, recreation, low vision, technology, etc.

Criteria for O&M services

- To qualify for O&M services, a person must have a functional visual impairment that prevents a person from carrying out the activities of daily living independently and confidently
 - Functional is determined by a COMS; there is no specific “number” or eye condition that determines eligibility
 - In familiar places, a person may function “normally” but in specific situations, they may need our services
- Services are provided in the natural environment – home, school, community, etc.
- Services are client/family focused and centered
 - Parents/Family, teachers, and other service providers play a crucial role! They support and reinforce skills on a daily basis! We want to be a part of the team!

So... What is O&M?

O&M stands for “Orientation & Mobility”

Orientation is...

- Knowledge of where you are and where you want to go in relation to other people, places and things
- For example: “I feel the tile floor under my feet and I hear the dishwasher running in front of me. I must be in the kitchen. I want to go outside and I know that I have to walk through the kitchen to get to the back door so I can go outside.”

Mobility is...

- Movement through space in a safe, efficient and graceful manner; “not simply about walking alone but getting the body from Point A to Point B irrespective of the means of getting there” – Lavoie, IMC15
- Can be facilitated by hand under hand, semi-independent or independent
- Can use a tool (long cane, wheelchair, stroller, walker, holding a hand, being carried, crawling, using dog guide, etc.)
- For example: “I have to get my mother’s attention and ask her to take me to the bathroom. We walk holding hands through the restaurant to the bathroom. This is how I am mobile in a safe, efficient and graceful manner.”

O&M helps children learn about and interact with the world around them! It is a crucial service that supports children grow into independent adults!

O&M Instructional Areas & Related Objectives

- Body Image
- Body Movement
- Sensory Skills
 - Kinesthetic & Proprioceptive, Tactile, Olfactory, Visual Efficiency, Auditory
- Spatial, Quantitative and Temporal Concepts
- Orienting Skills
 - General, Landmarks, Map Skills
- Basic Skills
 - Human Guide, Self-Protection
- Cane Skills
- Community Travel Skills
 - Vehicle Negotiation/Passenger Skills, Personal Information, Street Crossing, Shopping Skills, Public Transportation Skills
- Miscellaneous Skills
 - Advocacy, Problem Solving, Technology, Driver Awareness/Visibility, Rural & Atypical Travel, White Cane Law, Weather specific travel & preparedness

O&M FUNdamentals for Young Children

- Based in play and exploration
- Motor Development through purposeful and self-initiated movement
- Develop a child's sensory and concept "bank"
- Utilize a mobility aid; offer choices
- Utilize consistent descriptive language
- Develop their curiosity and calm their fears of the unknown
- Promote incidental learning opportunities
- Build into the family's daily routines
- Foster independence
- Adjustment to vision loss and counseling for family
- Children with additional disabilities also benefit from O&M, even if they are not yet mobile/walking

"Early O&M develops the foundations for self-determination"–
Scott, COMS, IMC15

Future Implications

- Decision making skills
- Problem solving skills
- Goal setting
- Self-management skills
- Self-advocacy skills
- Confidence
- Identity
- Independence



White Canes

- White canes are tools
- There are different kinds and different tips
- We never refer to it as a “stick”
- Assists with locating things at a distance
- Assists with exploring and previewing the area around the person
- Provides tactile and auditory feedback about the environment
- Protects the lower half of the body
- Allows a person to continue traveling when they are experiencing vision issues
- Provides extra reaction time before reaching a danger
- Identifies a person as being visually impaired
- There is no age requirement to use a cane



Environmental Accommodations



- Physical accommodations may also be recommended to make the school more accessible and safe.
 - Ex: Request to mark the stairs in the school with yellow and black tape



Human Guide Technique

Guide: Offer your arm to the traveler either verbally, or by gently touching the back of the traveler's hand with the back of your hand.

Traveler: Your arm should be bent at the elbow, with your shoulder behind the guide's shoulder, placing you one half step behind the guide. Walk at a pace that is comfortable for both people. The guide should not be "dragging or towing" you, and you should not be pushing the guide.



Kcc.ky.gov

Supportive Strategies

- Always address the student by their name and introduce yourself when approaching the student
 - “Good morning, Belle. It’s Ms. Sharisse.”
- Be respectful of a child’s body. It is an extension of their eyes.
 - Try to use hand-under-hand
- Allow for extra time – to process information & to do it themselves.
 - When you want to interject or help, count to five before you do
- A child may not notice cues happening around them so that they can prepare for what’s happening next.
 - Things happen abruptly and without warning
 - Routines , schedules, time cues and physical prompts are very helpful
- Be mindful of the environment and how that may impact the child
 - Sounds, smells, lights, temperatures, textures, etc.
 - Explain what’s going on, especially unusual noises
 - Stressors can affect the child and ability to process
- Encourage positive social skills and relationships

Supportive Strategies Cont.

- Be mindful of the tone in your voice and realize that a child may not notice non-verbal communication (i.e. facial expressions, body language, gestures, etc.)
- Each student is an individual with their own needs and abilities
- Use consistent, descriptive language
- Treat the child as you would want to be treated or as you would want your child to be treated
- Allow & encourage real life experiences
- Give them choices on how they want to move around
 - Also give them a reason/purpose to movement!
 - Unusual patterns in their movement is normal due to their lack of or clear visual incidental learning
- Many skills are acquired in different patterns
 - Sometimes growth in one area, slows or stops growth in other areas but once mastery occurs, the other area comes back or starts
- Utilize contrast and reduce visual clutter
- Make sure preschool rooms and playgrounds are safe
 - Recommend O&M environmental assessment
- Don't be afraid to ask! We are part of the team!

Contact Information



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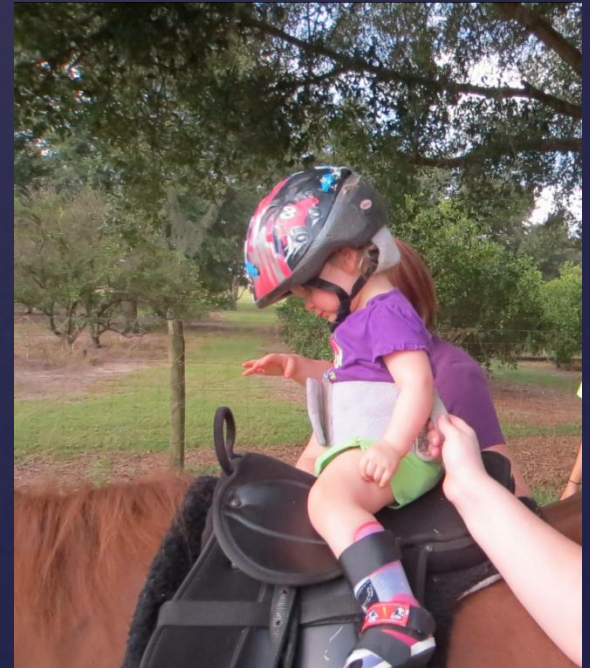
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Questions?



2023-24 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/13/23	Resources	Resources Registration Link
Wednesday 9/27/23	Transition from CDS to Public School	Transition from CDS to Public School Registration Link
Friday 9/29/23	<u>Q&A Session</u>	Q & A Registration Link
Wednesday 10/11/23	Abbreviated Day	Abbreviated Day Registration Link
Tuesday 10/24/23	Fall All District IEP Training	IEP Training Registration Link (10/24/23)
Tuesday 10/24/23	Fall All District B-13 Training	B-13 Training Registration Link (10/24/23)
Wednesday 10/25/23	Discipline & Manifestation Determination	Discipline & Manifestation Determination Registration Link
Friday 10/27/23	<u>Q&A Session</u>	Q & A Registration Link
<i>*Wednesday 11/8/23*</i>	<i>*Alignment and DIB1 (Disability Alignment)*</i>	Alignment and DIB1 Registration Link
Wednesday 12/13/23	Orientation and Mobility	Orientation and Mobility Registration Link
Wednesday 12/20/23	Compliant Transition Plans	Compliant Transition Plans Registration Link
Tuesday 1/9/24	Winter All District B-13 Training	B-13 Training Registration Link (1/9/24)
Tuesday 1/9/24	Winter All District IEP Training	IEP Training Registration Link (1/9/24)
Wednesday 1/10/24	Advanced Written Notice & Written Notice	Advanced WN and WN Registration Link



2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	<u>Present Level of Performance Registration Link</u>
Friday 1/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	<u>Writing Measurable Functional Goals Registration Link</u>
Wednesday 2/28/24	Transition from CDS to Public School	<u>Transition from CDS to Public School Registration Link</u>
<i>*Wednesday 3/13/24*</i>	<i>*Least Restrictive Environment*</i>	<u>Least Restrictive Environment Registration Link</u>
Wednesday 3/27/24	Forms – (AE attached to WN)	<u>Forms (AE attached to WN) Registration Link</u>
Friday 3/29/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<u>Special Education Law for General Education Teachers Registration Link</u>
Wednesday 4/24/24	IEP Essentials	<u>IEP Essentials Registration Link</u>
Friday 4/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Thursday 5/2/24	Spring All District IEP Training	<u>IEP Training Registration Link (5/2/24)</u>
Thursday 5/2/24	Spring All District B-13 Training	<u>B-13 Training Registration Link (5/2/24)</u>
Wednesday 5/8/24	Consultation/Related Service Goals	<u>Consultation/Related Service Goals Registration Link</u>
Wednesday 5/22/24	Data Collection	<u>Data Collection Registration Link</u>
Friday 5/24/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>

Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - [Discipline & Manifestation Determination](#)

Wednesday 4/10/24 - Special Education Law for General Education Teachers

Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes

Wednesday 5/8/24 - Consultation/Related Service Goals



Professional Learning Feedback and Contact Hour Form.

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

2

Do you feel that your knowledge or skills have improved with this PD? *

Use the link to complete the form on your computer
OR
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



Resources



[Professional Development Calendar](#)



[Link for Recordings and Power Points](#)



[Special Education Resources](#)



[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)

THANK YOU!

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