



# Texas School for the Blind and Visually Impaired Outreach Programs

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## **WREIC 2023 Staying in Step: Developing Partnerships Between Families and Orientation & Mobility Specialists**

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### **Title Slide (Slide 1)**

Slide shows an image of the TSBVI logo which includes a circle with a star on the inside and each letter of the school abbreviation around each point.

Staying in Step:

Developing Partnerships Between Families and Orientation & Mobility Specialists

Texas School for the Blind and Visually Impaired Outreach Programs

Early Childhood Consultants: Mary Shore COMS, Kathi Garza M.Ed. TVI

WREIC 2023 - Cheyenne Wyoming

### **Topics to Touch On (Slide 2)**

Slide shows an image of a young girl wearing a hat and glasses. She's standing outside next to a bush, holding her cane, looking at a butterfly that has landed on her hands.

- What is O&M?
- Family engagement
- Coaching
- O&M in early childhood
- From presentation to practice
- A foundation for the future
- Supporting families

### **What is Orientation and Mobility? (Slide 3)**

Slide shows two arrow shapes with text inside. There is a horizontal drawing of a cane between each shape.

- Skills & strategies to support development & encourage self-directed and goal oriented movement.
- O&M instruction provides the foundational skills necessary to foster independence and support

transitions throughout school and into adult life.

### **Family Engagement (Slides 4 & 5)**

NAEYC Principles of Family Engagement

- Programs invite families to participate in decision making and goal setting for their child.
- Teachers and programs engage families in two-way communication.
- Programs and teachers engage families in ways that are truly reciprocal.
- Programs provide learning activities for the home and in the community.
- Programs invite families to participate in program-level decisions and wider advocacy efforts.
- Programs implement a comprehensive program-level system of family engagement.

### **Family Engagement in Practice (Slide 6)**

- Respect
- Responsiveness & Reassurance
- Relationship
- Reciprocity
- Reflect

### **The Coaching Model (Slide 7)**

Slide shows a circular diagram with each step of the coaching model listed on the outer edges of the circle.

- Joint Planning
- Observation
- Action & Practice
- Reflection
- Feedback

### **Coaching & Families (Slide 8)**

Coaching helps families:

- Develop skills to interact with their child.
- Understand the reason for and impact of these interactions.
- Identify strategies for daily routines, practice in front of the provider, reflect on interactions with their child, problem-solve and receive supportive feedback.
- Develop the skills and confidence to use the strategies and interventions on their own, outside of service time.

### **Crossing from Presentation to Practice (Slide 9)**

Slide shows an image of a crosswalk divided by a line of red bricks which mark the Freedom Trail.

### **Early O&M Skills: Orientation 10)**

Slide shows an image of a toddler with glasses standing in front of a life-sized pin art toy.

- Sensory
- Body Awareness
- Object Permanence
- Cause & Effect

- Environmental Awareness
- Social
- Language
- Directional & Positional Concepts
- Comparative Concepts

### **Early O&M Skills: Mobility (Slide 11)**

- Head Control
- Trunk, Arm & Leg Control
- Rolling
- Reaching
- Grasping
- Sitting
- Scooting
- Crawling
- Standing
- Walking
- Jumping
- Climbing
- Kicking
- Running, Galloping, Skipping
- Basic Skills
- Cane Skills

### **Let's Practice! (Slide 12 and 13)**

- Cyan circle - walk
- Purple circle - park
- Red circle - car
- Green circle - mealtime
- Yellow circle - getting dressed
- Orange circle - grocery store

### **Instructions**

- Think about the location or activity you received
- Think about the O&M skills one might address or practice in the environment or activity?
- Think about skills that other providers might be working on and how they integrate with O&M.
- Share how you can support the family to address these skills.

### **Getting Dressed (Slide 14)**

Slide shows an image of a preschooler wearing sunglasses, a sweater, a skirt, tights, and red dress shoes.

While getting dressed, we can work on:

- Body image
- Spatial awareness
- Directional concepts

- Positional concepts

### **Neighborhood Walk (Slide 15)**

Slide shows an image of a toddler walking down the sidewalk using a cane.

While on a walk, we can work on:

- Environmental terms
- Curbs
- Ramps
- Signage
- Traffic sounds
- Time/distance
- Early mapping
- Early tool use

### **In the Car (Slide 16)**

Slide shows an image of a young boy wearing glasses buckled into a booster seat.

In the car, we can work on:

- Directions
- Landmarks (Visual or tactile)
- Visual efficiency skills
- Time/distance

### **Park or Playground (Slide 17)**

Slide shows an image of a preschooler buckled into a red chair swing. The swing is propelling forward.

At the park or playground, we can work on:

- Terrain and surface level changes
- Positional/Directional concepts
- Sensory efficiency
- Motor skills

### **Grocery Store (Slide 18)**

Slide shows an image of a display of tomatoes in the produce section of a grocery store.

In the grocery store, we can work on:

- Sound & temperature clues
- Waiting in line
- Sequencing
- Following directions

### **Mealtime (Slide 19)**

Slide shows an image of an infant sitting in a highchair with a black mat on the tray. There is food on the mat, and the infant is looking closely at food on her hands.

During mealtime, we can work on:

- Spatial awareness
- Cause & effect
- Orientation skills

- Route to kitchen

### **Building up to School (Slide 20)**

Slide shows an image of a preschooler holding a cane and opening a cubby locker.

- New/unfamiliar environment
- Landmarks & clues
- Route travel
- Visual efficiency
- Protective techniques
- Tool use
- Mapping skills

### **Supporting Families (Slide 21)**

Ways that we can scaffold for families include:

- Building on the familiar
- Providing temporary support (modeling, props, visuals)
- Creating a safe environment to take risks and reflect
- Encouraging families in their efforts to practice skills

### **References and Resources (Slides 22 & 23)**

- NAEYC [Principles of Effective Family Engagement](#)
- NAEYC [Five Rs for Promoting Positive Family Engagement](#)
- Texas Health and Human Services [ECI's Coaching Approach](#)
- Texas HHS Early Childhood Intervention [Coaching Families to Support Children's Learning and Development](#)
- [CEC DVIDB Position Paper on Family Centered Practices](#)
- Texas School for the Blind & Visually Impaired [TSBVI](#)
- Guidelines and Standards for Educating Students with Visual Impairments in Texas [TSBVI 2020](#)
- [Early Focus](#): Working with Young Blind and Visually Impaired Children and Their Families
- [Teaching Age-Appropriate Purposeful Skills \(TAPS\)](#): Appendices include T. Anthony's O&M Assessment: Early Years of Birth through Three Years and Inventory of Purposeful Movement Behaviors
- [Texas 2 STEPS](#): Successfully Teaching Early Purposeful Skills, Evaluation and Curriculum.

### **Questions or A-Ha Moments? (Slide 24)**

Slide shows a clipart of a girl with brown hair and a blazer on. She's pointing upward, and there's a light bulb drawn next to her head.

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