

O&M Activities: Games and Strategies for Home and Community

University of Maryland CBSS

Tuesday, June 9, 2020

TRANSCRIPT PROVIDED BY

CAPTIONACCESS LLC

support@captionaccess.com

<http://www.captionaccess.com>

\* \* \* \* \*

This transcript is being provided in a rough draft format.  
The transcript reflects the transcriber's best effort to express the full meaning  
intended by the speakers. It is not a verbatim transcript.

\* \* \* \* \*

O&M Activities: Games and Strategies for Home and Community

University of Maryland CBSS

Tuesday, June 9, 2020

Cheri Dowling: If you haven't signed in yet, please go to the link that's in the chat box and sign in for us.

[Silence/standing by for meeting to begin.]

Cheri Dowling: It's 3 p.m. If you haven't signed in, please go to the link in the chat box.

If you aren't muted, please do so and turn off your video. We are recording this and it will be posted on our website.

Dr. Rebecca Hommer: Welcome to our -- let me get rid of these pictures for a minute [On screen.] Welcome to the webinar today. I'm hoping we have a good interactive time. If you have questions, pop it into the comment box and Cheri will stop me and let me know there's a question. You can type your question or just say you have a question and then unmute yourself and ask away. Being interactive is much better so please ask questions and comment.

Let's get started.

We'll start with some definitions. My computer is acting weird today, so I apologize.

We know we have ocular and neurological visual impairments and deaf-blindness.

Low vision is a severe reduction in vision that can't be corrected with glasses, etc.

[Reading definition quickly.]

[Reading quickly.] Visual field of no greater than 20 degrees.

When we talk about CVI, we are thinking about visual impairment due to neurological trauma or conditions that affects the part of the brain that interprets visual information. With deaf-blind we consider students with both auditory and visual impairment that impedes learning, etc. [reading quickly.]

When we think about these activities that we'll have today, remember that they are a general outline. When you do these with your child or student, remember you'll need to make the adaptations according to their specific score on the CVI, their acuity and their specific form of communication.

Orientation. We are referring to a child's ability to use their senses to know where they are in space. If I'm in the kitchen and want to go to the living room, how do I get there? That act is orientation.

It integrates the sensory information needed [Inaudible] conceptual development that includes body schema among other things. Body to body, body to object, object to object. Those are the hierarchy. First we work on body to body. My hand on my knee, for example. Then we move to body to object. My back on the wall. And then object to object relationships which would be the book on the table.

When we maintain orientation, we need to integrate spatial updating. We would have sufficient time to complete routes and make our orientation along that route and have conceptual understanding of objects and how they relate to space.

Mobility is physical movement of our bodies. We want our students to move safely and efficiently through space. Mobility doesn't necessarily have to be walking, though it can include that, crawling, running, and all those things.

O&M is important. It provides children with interacting and exploring in their home, etc.  
[On screen.]

[Reading paragraph on screen.]

The importance of family. Andrea Bocelli was asked this question [On screen.]

[Reading paragraph on screen.]

As a testament to our families who are so invested in their children and also professionals. Joe Cutter [sp?] with the National Federation of the Blind says this  
[reading paragraph on screen.]

Parents engage in a variety of play activities with their children. Fun is fundamental to being human [Inaudible.]

I'm going to show you a video. Fingers crossed it works. It's about what children who have disabilities say about their parents and the importance of their parents.

[Video playing.]

[No audio.]

Louise Rollins: Becky, we aren't getting audio.

Speaker: We can't hear the video.

Dr. Rebecca Hommer: Well, I don't know how to fix that. So, I'll give you the outline. They are saying their parents always believe in them and push them and always told them they could do the things they wanted to do. What the children want their parents to know is that it's okay to take a day off, okay to rest. It's okay if every goal isn't met.

Mostly the children want to know that they acknowledge how hard their parents have worked to get them where they are today and they appreciate everything their parents have done for them.

If you want to really look at that video, it's awesome. Maybe Cheri can pop that address into the chat box for you to look at later.

Sequence of skills for mobility. We start with reflexes. These are involuntary movements essential for survival. This can be sucking, blinking, hiccupping. These reflexes are innate and then shaped into more physical actions.

Motor development is head control, rolling, sitting standing, cruising, walking, running. We continue to shape motor skills through repetition.

Once kids are up and moving they might need a mobility device or tool like a wheelchair, walker, ride-on toys like those lawn mowers or shopping carts. It could be a cane, an adaptive mobility device.

Routes. After we are walking and using tools needed, we think about routes. Getting from not necessarily the thinking about but the actual physical movement from one place to another. Moving with purpose.

Independent mobility helps children create a positive self image. It helps children build autonomy and they think "Yes I can do this by myself." It fosters curiosity and resilience and supports a child's ability for social interaction and activities.

Of course we know there are children and adults who need assistance moving from one space to the next. They could participate in O&M activities.

Sequence of skills for orientation. We talked about this before about how orientations

are a hierarchy where we start with our own body. Then we need to understand the space outside our own bodies and immediate space which might be their own bedroom or kitchen, house, grandparent's house, familiar spaces.

Spatial understanding of larger environment. This could be stores, places of worship, businesses. It might be residential areas, farms, schools etc. All those spaces that are beyond our familiar immediate space.

Not only for larger environments, we need to understand the environment. We need to understand the context of each setting. What would I do in a place of worship, on a farm, in a school? And we need to understand the contents of each of those settings.

This is from Tanni Anthony, Texas School for the Blind and Visually Impaired. [On screen.]

Prompting and encouragement. This falls into the activities we'll want to with our children or students. I'm a proponent of the say-show-do model. We tell our child what we want from them. "Let's make chocolate milk. Squeeze the chocolate into the milk." We give them the directions. Then we show them those directions. Then we say "squeeze the chocolate like this and stir." If they still have difficulty with the task, then we will help them do that hand under hand. This is much more important than hand over hand. When we provide hand under hand prompting, we still give the child control of the environment. They have the option of taking their hand away if they can't manage the pressure of completing the task. Then we can wait for them to come back. But hand under hand gives the child control and ability to guide what's happening in the interaction.

We encourage our children. It's great to say "good job" but even nicer to say "you did it. You squeezed that chocolate into the milk" for example.

If our child is working really hard to complete the task but didn't quite get it we could say "I can tell you gave that your all. Next time maybe we can look under the couch for your toys when cleaning up." Or "I'm so proud of you for not giving up." Or "I'm so proud of you. Let's try this again tomorrow."

One thing I do to kind of go back there, that's always helpful for me and my students at the end of an O&M lesson one thing I say is "What was really easy about this task?" Then I ask them what was the hardest thing. Sometimes I'm surprised. It might look like the task was easy for them but in their head they struggled. This is great to find out their perception. I always follow up with "you did a great job of scanning today. I noticed you saw all the cars that were coming. But I notice you need to work on initiating that crossing at the right time" or something like that.

Foundational skills of O&M. Before we get on the Street or pick up the cane or plan the route, we need these foundational skills. This starts with colors, shapes, etc. [on screen.]

Let's talk about activities that will help us do that.

Color scavenger hunt. Looking around your house and finding things of a specific color. We might want to put out four sheets of construction paper and ask our kids to find things of that color. If student is in Phase 1 CVI, we might use only their favorite color and then give them a yellow bowl or paper, and say we are going to find things that are yellow. Then put the objects in a place where they can see them, like on a shelf where nothing else is there and there's a black background and the light is shining on that.

Phase 2 kids, we might decide to do 3-4 colors, have our paper, but before we start the game, as the adult, parent, teacher, we might collect five items of each color and preview those with the child or student. We might take the yellow banana, the frog and the apple and ball and bring them to our child and talk about the function, the object, the

salient features of that object, and then after we reviewed them, put them back where they belong and ask the child to find them and put them on the correct paper.

Phase 3 CVI students. We might say "go find something yellow" or we might take some pictures of the objects, the colors we are searching for and show our child the picture and ask them to find it and put it on the correct color paper.

Low vision kids we might give them a bowl or cup and send them out to find things of the same color as the bowl. Making sure we are always putting the objects within their line of sight, within their ability to see it, reach it and to bring it back.

Deaf-blind students or dual sensory loss, we want to provide a nice foundation of language. We want to provide the sign. We might sign "yellow" and pick up the yellow paper and say we are going to find something yellow together. Then match that to the paper and say "Look they are both yellow. They are both the same."

We might do a color hop aka hopscotch with colors. Children with CVI might have lower field issues so we might need to make the boxes bigger or farther apart. We can always add glitter to the chalk or paint for that property of movement

Phase 1 CVI we might use one color only and ask them to follow the red or yellow line in whatever way it is they move.

Phase 2. We might use 3-4 colors. We might ask them to identify or recognize the color. Let's step on the box that's blue and then give them the color name and ask them to step on it. Or we might give them index cards with the same colors on there and give them the card and ask them to jump or hop onto the one that is the same.

Kids in phase 3 CVI we might use a variety of colors, cards or spinners that match the grid on the hopscotch board and ask our child to identify that color and hop onto it or



identify the color and find a block that's not the same. If they pull a yellow card, they would find any block that's not the same.

Kids with low vision, we want to use bright colors, high contrast to the ground. Same goes for cards and spinners. Students with dual sensory loss, we will model a lot of language, colors signs. We model the action we want them to do. We might pull a yellow card, sign yellow, and then jump onto the yellow square.

We can think about books and videos about colors. This first book I have here is my color flip book [On screen.] It's a free printable. We can put that address in the comment box. For our students who are in phase 1, we might have the book available, but not necessarily have that as our main prop. We want the crayons or markers that match the picture in the book. We'll talk about reading my color flip book, but we want to show them the actual object also.

Phase 2, we pair the picture in the book with the crayon that matches. Phase 3, we ask them to identify the color on the page and go through the book and identify colors and then sequence the crayons in the same order that they appeared in the book. This is an awesome early mapping skill, remembering how the colors appeared in the book.

Kids with low vision, we want to make the picture large enough or just the right size for kids with visual field deficits. If our child or student has a field loss, making it bigger doesn't necessarily make it better.

For kids who are blind, colors are important to talk about. We won't ask them to identify color, but we can talk about color in the forms they will come across in regular conversation.

Students with dual sensory loss, we will model, pair, match and provide great foundational language for them.

Dr. Seuss book of color is a great video on YouTube. I won't turn it on now because my audio isn't working.

Let's talk about textures. Another great activity for building foundational skills. We have texture boards, texture matching cards, rubbings, sortings. We can explore textures with these.

I should preface that colors, textures, sounds and shapes are all important when we are completing orientation and mobility routes. We have to know the difference between the sidewalk and grass, the texture difference. When we can, we want to use color cues as anchors. We want to know that we have passed the building with the big round windows. All those are important for orientation mobility.

Back to textures. If we want to make a texture board for a child with CVI in phase 1 we might use a variety of textures but only one color. We might find a bunch of things that are green and put those on the texture board. When the child explores tactually, they won't be looking at it. So we want to give them the board, let them feel it. Wait until they are finished exploring and then show it to them. Then we want to describe it, tell them what those textures are. But in phase 1 kids, we need to layer it and provide senses individually.

Phase 2 kids. Perhaps name the texture and ask them to find it. Find the texture that's rough, smooth, etc. We can use more than a few colors.

Phase 3, ask students to match, sort or identify the textures on the board.

Children with dual sensory loss, we ask them to feel this rough texture. Provide great language and ask them to find one that's the same or that's different.

We can do texture collages. Creating a picture out of a variety of textured materials. Maybe we'll set out some materials like textured papers or scraps, scraps of materials. Maybe some objects from nature. Maybe some small metal washers or big ones. Cotton balls, puzzle pieces. All these we can give to our children and ask them to create a work of art.

Adding texture to finger paint. Add rice, beans, sand so they have a different texture to play with. Or we might paint over the bubble wrap or egg carton. Things that are all different textures so our kids can identify and recognize changes in textured surfaces.

Sensory bins. I love the metal wand. You could use a bin of rice and use a little metal disc that goes with it and just put in the red one or their preferred color for phase 1 kids.

We can ask them to find only the blue pompoms or we could put their favorite toy in the bin and ask them to find it.

We don't want to surprise our children. We don't want to plop their hand in cold finger paint, for example. We want to be sure they can expect whether it's cold, warm, dry, etc.

Texture walk. We have a nature full of variety. Inside, we might take some carpet squares, blankets, and make a texture walk. We can do a repeating pattern in a circle. When we get to the blanket, we could ask our student "what's coming next?" "What did we just leave?" We are talking about before and after and anticipating and identifying those different textures under our feet.

Texture snacks. "Bumpy." Fruit snacks are gummy and chewy. Or gum is sticky when we chew it but before we chew it, it's kind of hard.

Shapes are similar to colors in the way we can address them. We'll see this shape hop.

We'll do the same thing as the color hop. We'll have cards or spinners and ask our child to find the shape we are identifying. Show them a card with a triangle and ask them to find a card that's a triangle on the ground.

If playing inside, we can use painter's tape and make shapes on the floor and toss the bean bag onto the different shapes.

Modeling and addressing the colors and spacing and time for latency and complexity. Basing all that on where our specific child or student is.

Shapes. These are great activities for students, especially in phase 1. We see that we have a light box and we have just the shape illuminated on that box or tablet. This cube is red, but you can see we have everything on the light box covered but for the shape of this so the light is illuminating the cube, cylinder, sphere. We can talk about that. Ask the child to look. Then explore it tactually and explore the salient features of those shapes.

For kids who can use a shape sorter, we have this red cube and it's highlighted with the red tape there [On screen.]

Let's think about following directions. This is a great foundational skill not just for O&M but for everybody. We have lots of activities that we can do. Simon Says is universal. We want to consider when asking our child to do movements, where they are along the hierarchy of spatial understanding. Can they complete commands that are just body to body? Or can my child complete commands that are body to object or object to object? We want the command to be within their spatial understanding. Or if we give one that's just beyond, we want to make sure we are modeling that well.

For this grid on the floor, we could do that grid on the floor, table or a tray. We can either start on the bottom left and then roll a die and then however -- let me back that

up. Draw a card. That gives the direction. We go left, right, etc. Then we roll the die to tell how many steps we will take forward or backwards or move the piece until we get to the top right. Or we might follow the directions for every step. The first square might be forward and the second says go right, for example.

We can use stickers and dabbers. We could ask the child to put a green sticker on the top left. Or the orange on the bottom right or pink in the center.

Phase 1 CVI. We want to give them the directions within their motor ability but we might also just use the dabber and provide hand under hand assistance and say "we are going to put a red mark on the top left of your paper." Then if they need help, we will help them hand under hand and then after they do that, we pick up the paper and review what they did. We want to do the directions to facilitate the activity and then we want to show them the product after they have done it.

One of the higher kind of skills is the "do as I say not as I do" game. We want to give a command but we want to model a different action. It might be "stick out your tongue" but we tap our head. We want students to understand we want to do what the command says, not what our action is.

Let me make sure I didn't miss anything on my notes here.

I'm doing a lot of talking. If anyone has a question, please jump in here.

Listening skills. The after game was something new to me when I was looking for games to talk to you about. This game is really a process, right? We are going to give a direction. We'll have a list of activities. Each child is given an activity but they have to listen for the activity that came before them.

For example, after someone runs in place, stand up and jump three times. We have to

listen for what happens before us to know when it's our turn to do something.

We can give our children a piece of paper stating what their action is or we can tell them. Directions can be modified to any level of physical activity.

A teacher or parent might start with running in place. Children with phase 1 CVI their action might be pressing a switch. Their part is "after someone says Mary press the switch" then Mary would press the switch. This is for the student in phase 1.

Student in phase 2, we might use verbal or physical cues. For these students, perhaps their direction would be "after someone says yippee, clap four times."

Phase 3 we might use verbal cues. If it's a small crowd, then they might be able to use their vision to see that someone is taking a bow or that someone is flapping their arms like a chicken. They know when they see that and interpret that information, that they can flip their hair back and forth.

And we all know about hot potato and musical chairs and how listening to that directs the activity. Children with sensory loss might not hear the music play and know when to stop. We can use the light switch. When it's on, we walk around the chairs and when the light goes off, we know the person who has the potato is out of the circle, for example.

Sound localization. Again, for kids with dual sensory loss, this is difficult for them perhaps. But if they have some hearing, we might use a drum or some loud environmental sound. For kids in phase 1, we might use a familiar adult who calls their name and perhaps that adult is wearing their favorite color.

Mom says "Suzy look for me" and mom is standing in Suzy's preferred visual field and finds mom.

Phase 2. We want the sound source in an area of low complexity and have the sound go off and ask them to find it. I've used my iPad connected to speakers and I can turn sound on or off.

Musical toys or beeping eggs or balls can all be used as a sound source we can ask our child to find. Making sure to place those in areas that support their vision, not too high or low and that they can reach it when they find it.

Activities for building mobility skills. After we kind of worked on foundational skills then we can start thinking about actual mobility skills. When we are helping our children or students be mobile, we want to use great technique. If we decide this part of our activity is going to use some human guide, we want to make sure to use the right human guide. When someone is the same height, we have children working together or a tall child and short adult, we want them grabbing right above the elbow. Make C shape with our hand and take the arm right above the elbow of the person guiding them.

If someone is taller than us, they might feel more comfortable placing their hand on your shoulder. Smaller child and larger adult, they will make a C with their hand and grab right at their wrist. The person guiding is about a half a step ahead of the person who is guiding.

This is a funny caption of the person pushing the other and we know that's not how it's done. [On screen.]

Trailing is another skill that children who are mobile use or children being pushed in a wheelchair. This child is trailing the wall, perhaps trailing to the corner where he knows he will turn right or he might reach open space and cross it to find a water fountain.

This person in the middle is using the table to trail her way to the end. Then she can

turn around and go back or drop down and crawl.

And the last picture shows the correct way to trail. You want to make sure your fingers are cupped. If they are sticking out, you might jam them in a door jam.

Children can use their mobility more independently by trailing.

Cane skills. Children might use canes or adaptive mobility as a form of safe travel. We see our first friend here using a push toy. And that push toy in particular, gives a little physical support. But in the center, our friend is using a cane to find a drop off in a dome. And the children in wheelchairs can use the cane to find drop offs.

Our friend in the bottom left is wearing a belting cane.

We think about routes when we think about mobility. Again, not so much the orientation piece of completing the route, but the physical aspect of being mobile from one place to the next. Within our own home, I need to travel a route from my bedroom to the kitchen for breakfast. How do I physical move? What is the way I get from the monkey bars to the swing set on the playground?

Bus routes. I need to go from home to work. If I need to take the bus, what route will the bus take? How do I get to the bus?

A family minivan is another way to complete the route. We get in the car at our house and it takes us to grandma's house.

Consider activities for building orientation skills. We talked about mobility and completing routes and the safest way to -- most efficient and safest way to physically travel.



Maintaining orientation and activities we can do to build those concepts.

Again, let's think about spatial concepts. These are built in hierarchy from body to body, body to object, object to object.

One thing we might do early on is head, shoulders, knees and toes. It's a great song that everybody knows. You can add in other body parts and your child can touch that on themselves.

Maybe for kids in phase 1 CVI, they might want to wear gloves. We would ask them to look at their hands. Or if you are happy and you know it, clap your hands. You create this activity where we use our own body to touch our own body.

Then we build that into body to object. We might want to crawl in the tube so that in the tunnel so we are inside the tent. We can be in the tent, out of it, behind it, next to it. We can go up the stairs and down the slide. Our bodies can go under the slide. We can use hula hoops and be inside it and outside it, under and over it. All those great spatial concepts and words we need to use for travel.

The second part of the hierarchy is ourself and our relation to that object.

Object to object. We might ask the child to put the red block on top of yellow block or put the green block behind the orange block. Or the pencil on the book, the book on the table or the book under our chair. We might ask them to put the spoon in the bowl.

We might hide their favorite object and then use a game for them to find it, giving them directions. We might say "I know you are looking for your favorite stuffed animal and it's behind that thing that you sleep on every night." Or "It's next to the TV." Or "it's under your favorite blanket." Again, for kids with dual sensory loss or who are blind, we will need to use touch cues, and we need to do a lot of modeling and reinforcing for those.

Directionality and laterality. I have always used these terms interchangeably but they are actually two different skills. Internal awareness of space located left and right in relation to ourselves is the laterality. It's internal awareness of your body left and right.

This sense of laterality begins when we are a baby and crawling around and both sides of our body need to work in tandem.

Directionality takes this awareness of left and right and expands that a step further. Ability to take the concept of left and right from our own space beyond our fingertips is directionality. The ability to see right and left on others and on objects. And environments. It might be the milk is on the left side of the second shelf or the car is coming from the left side of the intersection. Understanding that left and right on someone else is different than left and right on myself.

We want to use terms left and right throughout the day. "Put your right arm in your shirt first" or "the chair is on your right side" or "grandma's house will be on the left side of the street" for example.

Cardinal directions are a bit of a higher level, higher concept part of orientation and mobility. We might want to start cardinal directions with a game where we can write north, south, east and west on paper, color code it and put them up in the house, in a room or even outside so the north, south, east and west match the actual cardinal directions. Then we have a card that says "Take three steps to the west" for example. As you can see on the picture, the cards might be color coded so when we hop three times to the west, that's on a green card and the other directions are on different colored cards. This starts initiating the skill of teaching cardinal directions.

I have two cute videos but I won't show those to you. The gentleman with the map, in the video they talk about how you can choose a central location and from there, think

about the things that are north, south, east or west and take a picture of that and put that on the map around your central location. Let's say that central location is school. North of there is the farm where his grandparents live and south is the zoo and east of the school is the ocean and west is the playground. When we leave school and talk about which way we are going, we might say "Home is north we are going to travel north on the road." Or "we are going to travel west when we go to the park." Incorporating those terms into travel.

The sun. They talk in the video about using the sun in the morning as your form of reference for east. It's a song that talks about how the position of the sun changes throughout the day.

Landmarks, clues and cues to help us maintain our orientation and know we are going the right way on our route.

For kids with CVI, we want to specifically choose and adapt landmarks according to their CVI needs. We might put a shiny strip on the corner where we turn, for example.

A clue on our route will be temporary. Temporary information that's sometimes there and sometimes not there. But it's there enough that it's a hint about what's coming up. On the other hand, a landmark is permanent and unique and we find it in the same place.

Both encompass all available sensory information. We use tactile, etc. and landmarks on our routes.

Cheri Dowling: It's about 2 minutes until 4 p.m. You are over at 4 p.m. I don't want to stop you, but I know some people will need to sign off at 4 p.m. How about if I put up the poll for everyone to fill out. If you have to leave, please fill that out before you leave.

Becky, if you want to keep going --

Dr. Rebecca Hommer: Landmarks and clues for indoors. A tactile landmark for indoors might be a tile floor. If in your child's bedroom you have carpeting but in the kitchen you have tiles, that's a tactile landmark for them so they know they are in the kitchen when the carpet ends and the tile floor picks up. But a clue might be a throw rug that's in front of the couch and it's usually there. But if you have a dog like I have, you might not find that throw rug there every day because it's been pulled away by the dog.

Auditory indoor landmark might be the humming of a refrigerator. A clue might be a microwave. It has a distinct sound, but you only hear that when someone is using it.

An indoor landmark might be the bright floor in the kitchen. Again, if you have tile there that's a bright color different from the flooring in the living room, that's a nice visual landmark.

The light shining in the kitchen window is a clue because the light isn't shining if it's night or if it's cloudy.

Olfactories are clues because they might not always be there. The bathroom has a certain smell, or the kitchen has a certain smell.

For temperature you might find tile on the floor is cool, but that can't necessarily be a landmark unless you are always in bare feet. You wouldn't feel that change in temperature with shoes on.

Exploring landmarks and clues and identifying them with our children. We want to explore that room with them through child driven exploration or systematic exploration. Maybe your child wants to explore on their own. You can talk about how when they find something that it's a landmark or clue and how they can use that for them to help find

their way.

Systematic exploration. You want to start with the perimeter around the room and find everything there and then move to the middle. We want to explore and label all the objects we find and talk about the function and salient features. Repeat for every room.

Sometimes you might need to add a landmark or clue. You might want to put a red pompom on your child's bedroom door or some corrugated paper near the door handle so they know that's their room and not their brother's room.

Landmarks and clues outside. Tactile clue would be change in environmental surface, like the steps leading to your porch which will always be there. Or the drop off from the sidewalk to the street. That could be a landmark or a clue, depending on the situation. It's experience driven. If it's the steps that go from your house to the sidewalk, that's a landmark. But a drop off from the sidewalk to the curb might be a clue because there are lots of places that have drop offs.

For olfactory outdoors, the humming of the ice machine is always running. That's a landmark. The equipment sounds from an auto mechanic's store is more a clue because they might not always be using the compressed air machine to make that fun sound. A lot of times they are and when you hear it, you know what it is but it's not a landmark.

Cars moving on the overpass is a clue because during rush hour, you will hear constant cars. But at 2 in the morning, there might be just the occasional car.

Visual landmark outside might be a bright awning like the one on the corner here, the outdoor picture on the top right [On screen.] We can see this awning is different than the others.

This corner on this bank is rounded. That's a landmark because it's different from the other corners that are pointy.

We could use a statute as a landmark, however the sandwich board signs that businesses put outside their door, those are a clue. Because at night it's not there when the store is closed. Or it could be bumped over. Most of the time it's there, but not always.

Olfactory outside. The bakery smells delicious and most of the time that smell will be there. But if you are walking toward the bakery and the wind is taking the scent away from you, you might not be able to smell it. Same with gasoline, nail salons, restaurants. Great olfactory clues.

Students with dual sensory loss. This might be a great time to introduce haptics. We can use our body to talk about things in the social environment.

And then temperature. If we are out in the community and we are at the Sheetz and they have a walk-in cooler, there at that specific Sheetz that will be a landmark. But at the grocery store with rows and rows of coolers that open, that's more a clue.

Mapping. Maps can be object based. They can be used on backlit surfaces. They can be two-dimensional, three-dimensional. They can be physical representations of a route or space or they can be cognitive representations. They can be mental representations.

At an integration level, cognitive representation of space involves envisioning your destination, spatial memory, inference and ability to adjust your spatial.

They can be a representation and can help locate a landmark or salient feature. They can help to build time and space concepts and are intended to help children to be

proactive in O&M. So many students and children have anxiety related to traveling in unknown spaces. Understanding maps and sequencing and order and time space concepts are all tools that will help our children understand their environment better. And we know when they understand their environment, they feel safer and are able to travel with more independence.

Maps should be individualized and they are great to make with your child or with your student.

On the first page we have single objects. This ball might represent PE, the gym. The lunch tray represents the cafeteria. Maybe this yellow bin we find on the secretary's desk when we take the attendance up for the day. And so, in the beginning for phase 1 kids, we might give them just this one object representation. But as we become more familiar with how maps work and use them throughout the lesson, we might say "We are going to travel first to PE and then we'll go to the cafeteria" and use two objects on the map.

These are examples of activities used in the classroom. We can further use that with students to create routes and maps on orientation lessons or in our home. Just more examples of how we can do that.

Here we have tactile maps. Our first one here on the left is one created of a school. The student helped to make this and in the process of making it, they are more apt to understand how it's set up. And we have a commercially made map of a school. It has braille and different types of textures on it for our students.

Again, other commercially produced maps of outdoors and an office building.

Every [Inaudible] is the picture maker kit. It allows us to make maps with students and reuse it on different lessons.

Here we have multi-media and print maps, 2d maps. The first one is something that the student made and they were able to color in the spaces that were important to them and add to it.

Our second map is a simple play map we might want to use with our student with CVI. The star represents where we left our car and then the smiley face represents where the water fountain is where we like to stop to get a drink. And the X is the duck pond where we like to feed the ducks duck food and never bread as all the signs say.

We have our premade map, town map. We can start talking about map keys and ask the student to look at the key and find that picture in the map. Then using a representation of themselves showing how they would travel from the post office to the library.

On the bottom left is a student-made map. Again, another pre-made map with a key. If we are solely thinking about the recycling bin, we can use color as an anchor. Great pre-map skills.

And that's it. Any questions, concerns? Any comments?

Oops, I almost canceled that whole meeting.

Cheri Dowling: I don't see any questions in the chat box. So, we are over our time. No questions. We will go ahead and end for the day. Thank you, Becky.

Dr. Rebecca Hommer: My pleasure. Thank you everyone for coming.

Jennifer Willis: Cheri, you can stop recording.



Cheri Dowling: I know. I'm trying to figure it out.

Karen Black: Do you have your PowerPoint available to email or is it on a list serv somewhere?

Dr. Rebecca Hommer: Pop your email into the chat box and we can send it out to you.

Karen Black: Thank you.

Dr. Rebecca Hommer: My pleasure.

Jennifer Willis: If you have signed in on the sign in sheet and you want the PowerPoint, that makes it easy for me to just copy and paste from there. If you have the ability to sign in with the sign-in link, please do.

[End of webinar.]