

Orientation & Mobility

Orientation & Mobility includes skills related to independent and safe travel for students who are visually impaired. "Orientation is knowing one's position in relation to other objects, people, and places in one's surroundings and keeping track of how these positions and relationships change as one moves through the environment. Mobility is the physical act of moving from one place to another (Allman, et al., 2014)."

I can describe the layout of a familiar room using landmarks and directional terms.

Know. Understand. Do.

A framework to guide learning activities

Know (K): Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places

Understand (U): Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations.

Do (D): Show they understand and the application of skills/content.

Resources

parentmobility.com




List of skills by grade level and videos explaining concepts.

Perkins School for the Blind Resource Center

Description of the role of building mental maps and spatial concepts.

<https://www.perkins.org/resource/building-mental-maps-preschool-college/>

To submit for the monthly ECC Challenge

	<i>Complete this month's ECC Challenge Worksheet, noting which activities were completed.</i>
	<i>Submit this worksheet to the MSB Outreach ECC Challenge Form. Find the link on the TVI Portal, Eyes on Maryland Newsletter and the MSB website.</i>
	<i>The student and teacher will be entered into this month's raffle!</i>

What do we KUD this month?

September	Student Name: Teacher Name:	Mark if student completes suggested activities
Week 1: Vocabulary	<ul style="list-style-type: none"> ● Mental map ● Tactile map ● Landmark ● Clue ● Perimeter ● Center <p>K: Can the student define these words?</p> <p>U: Can the student explain relationships between words?</p> <p>D: Can the student use these words in conversation or writing? Can the student teach or share with someone else?</p>	
Week 2: Objects/ Materials	<ul style="list-style-type: none"> ● Maps (tactile, print) ● Keys ● Picture Maker Wheatley Tactile Diagramming Kit ● Tactile paint, bump dots, stickers.... <p>K: Can the student tell you what these objects are?</p> <p>U: Can the student tell you how they relate to representation of space and places?</p> <p>D: Can the student use objects to determine which are landmarks and clues?</p>	
Week 3: Concepts/ Activities Use to teach words, objects, and concepts	<p>K: Label the landmarks and clues in a map</p> <p>U: Trace the perimeter of a map. Determine the center of the map. Describe the spatial relations of the features of the map.</p> <p>D: Use a tactile map to locate a landmark. Critique the maps effectiveness.</p>	
Week 4: Experiences Complete to connect words, objects, and concepts to everyday experiences.	<ul style="list-style-type: none"> ● Do a perimeter walk (of your classroom, of your school gym, of your neighborhood block, etc.). Compare sizes of how many feet traveled. ● Create your own tactile map of a space using materials found at home or school. ● Have someone else follow your tactile map. Solicit feedback from them. 	