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# **LITERACY & MOBILITY:** ENGAGING LEARNERS BY PAIRING ORIENTATION AND MOBILITY SKILLS WITH BRAILLE/PRINT READINESS ACTIVITIES

LINDSEY MOORE



# EXPANDED CORE CURRICULUM (ECC)

Orientation & Mobility

Social Skills

Recreation & Leisure

Assistive Technology

Career Education

Independent Living Skills

Compensatory Skills

Self-Determination

Sensory Efficiency Skills

## STOP RIGHT THERE

- What if you are not dual-certified and do not teach compensatory skills or any additional ECC areas?
- Collaborate with other professionals and teachers!

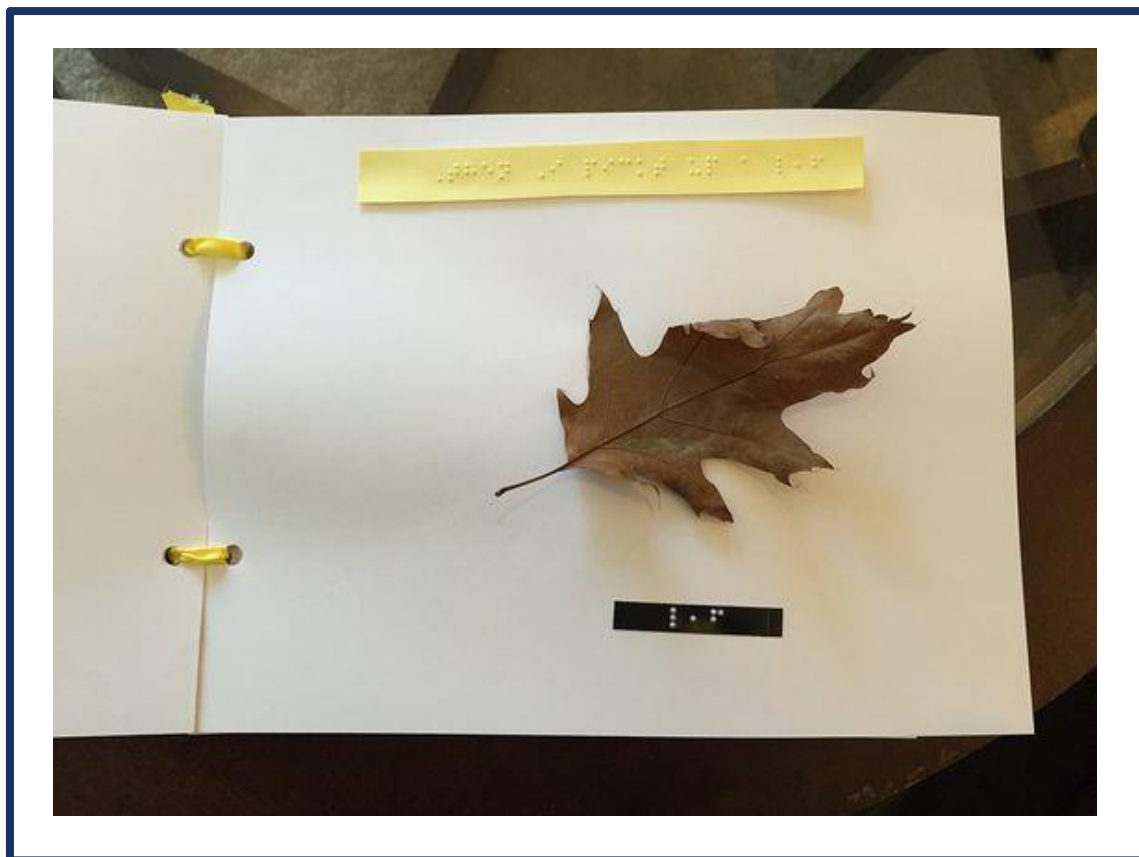


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# BACKGROUND ON THE STUDENT

- Four year old boy in Pre-Kindergarten
- Emergent braille learner and beginning white cane user
- Willing to participate but uninterested in growing in independence during Orientation & Mobility lessons
  - Would not walk more than 2 or 3 steps unless there was a hand on his back or using modified sighted guide with an adult
  - Did not properly utilize his cane across all settings, often did not consistently keep his cane positioned in front of his body or attempt to move it with purposeful motions (in step or simple side to side motion)
- LOVES books and literacy activities
  - Did not enjoy touching things (could be tactually defensive or become distressed by hands-on activities)

# EXPERIENCE BOOKS



- Experience books are one way to merge a literacy activity with O&M
  - Wonderful tool for emergent readers that helps solidify concepts learned on a mobility lesson
  - Puts the main emphasis on the literacy component

How can we prepare our students for a MOBILITY LESSON using braille/print readiness activities

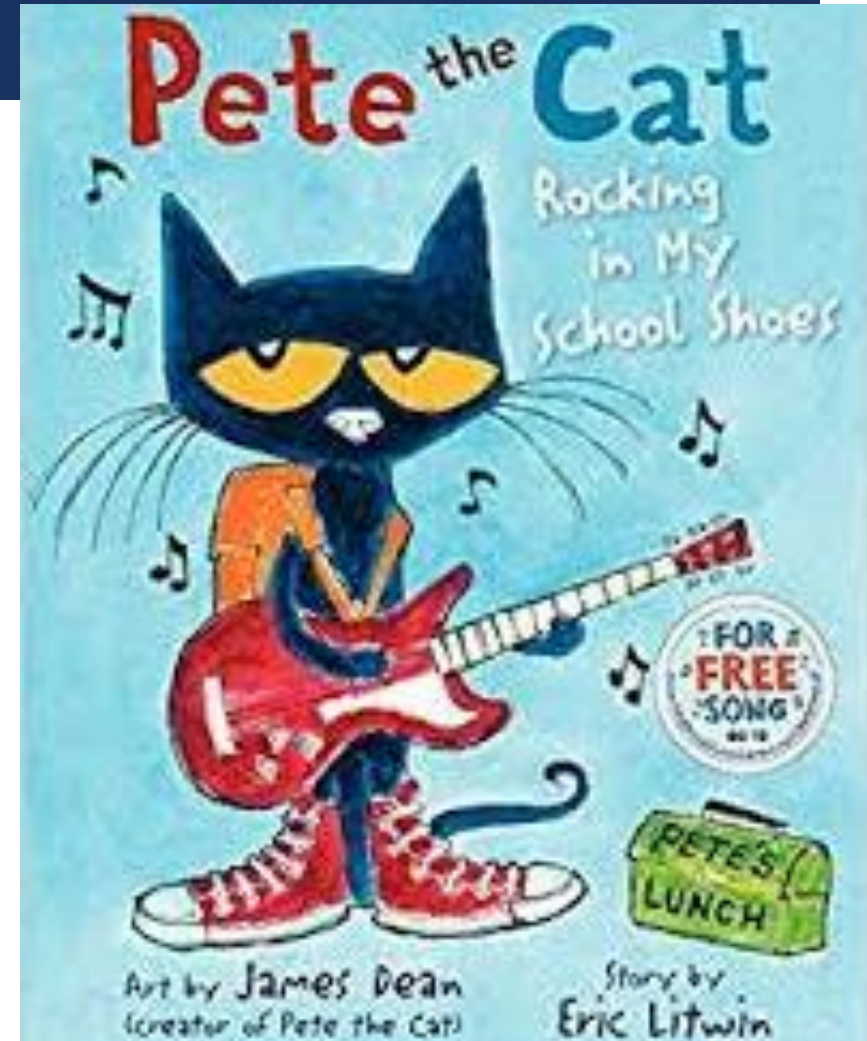
## **INSTEAD OF**

Preparing students for a BRaille/PRINT ACTIVITY using a mobility lesson?

# PETE THE CAT ROCKING IN MY SCHOOL SHOES

Why I choose this book for literacy/compensatory skills:

- BRAILLE:
  - Encourages beginning braille skills: tracking, tactually searching a page, finding the beginning/end of the line
  - Early, established braille readers: simple book accommodating young readers, practice braille strategies through simple text
- PRINT:
  - Large print
  - Use of optical tools: video or standard magnification, CCTV, etc.
- PLAYBACK DEVICE / COMPUTERIZED BOOKS:
  - Utilize tools (bookport, computer-based books, etc.) with a playback option to encourage listening skills and access to these devices



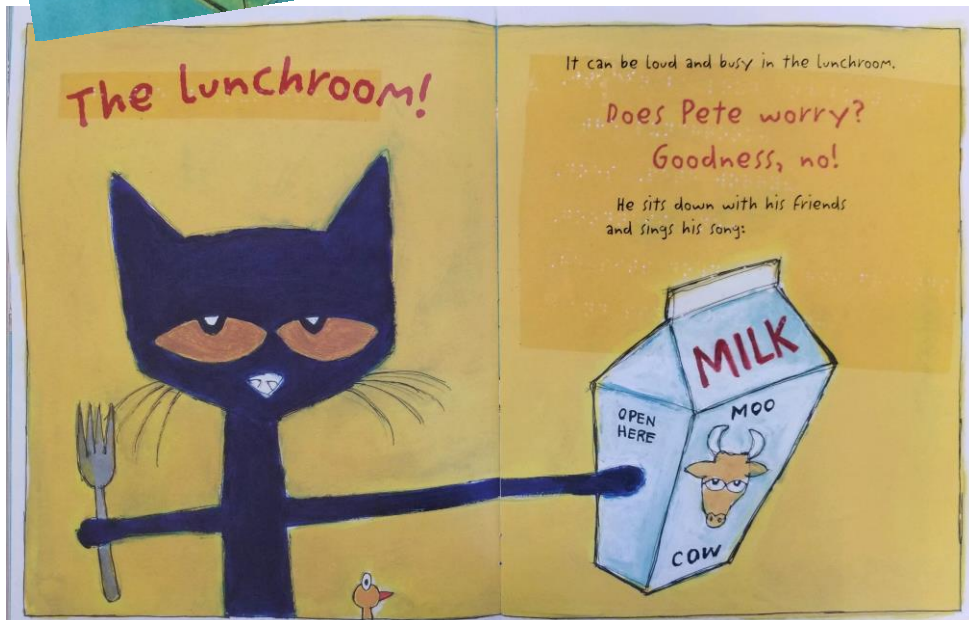
# PETE THE CAT ROCKING IN MY SCHOOL SHOES

Why I choose this book for O&M skills:

- **ORIENTATION:**
  - It provides descriptions of each location and through questioning gives the student an opportunity to brainstorm about what location he is talking about
- **MOBILITY:**
  - Pete physically travels his school campus wearing his new school shoes
- **OVERALL:**
  - It encourages movement throughout the school campus using a popular literary character that same-aged peers are interested in and know about
  - The story contains a sing-song feel with the writing style, which is appealing to young students
  - Repeats an easy the catch phrase that could be modified to encourage movement, use of cane, or use of O&M technique (i.e. "I'm rockin' with my new white cane" OR "I'm trailing in my new school shoes")



Check out Pete.  
He's ready to eat  
in a big, noisy room  
with tables and seats.  
Where is Pete?



The lunchroom!

It can be loud and busy in the lunchroom.

Does Pete worry?  
Goodness, no!

He sits down with his friends  
and sings his songs:

# FLOW OF THE LESSONS

- Day 1: Read the book, paired with real objects to solidify objects representing each place in the book
- Day 2: Retell the story or re-read the book and braille the list of places Pete went
- Day 3: Explore tactile map of school, outlining the path Pete took and go to the first place (library), taking time to explore the space
- Day 4: Go on a walk to the second place (lunchroom) starting at the first location (library). Explore. Then go to the 3<sup>rd</sup> location (playground).
- Day 5: Complete the entire route, practicing various mobility techniques along the way, discovering clues, cues and landmarks.





## RESULTS

- Student was eager to participate in the lesson
- Second time using a tactile map, he actively participated in the instruction
- The student utilized previously taught cane techniques to find a desired destination
  - Using his cane on stairs
  - Basic shorelining & trailing strategies
  - Keeping his cane in front of his body as he moved through space
  - Clues and landmarks

# FINDINGS WHEN PRESENTED TO ANOTHER STUDENT

- Student 2:
  - Female student in Pre-K class
  - Willing to explore places and items, no tactile defensiveness
  - Beginning cane instruction
    - Primarily due to the fact that she lacked sufficient depth perception and peripheral vision
  - Good usable vision, utilized print for reading instruction with basic instruction in use of a dome magnifier being provided
- Findings

# IDEAS MOVING FORWARD

- Create your own story to promote O&M skills!
- Different concepts can be taught through reading a book, such as:
  - Store/shopping trip
  - Advocating for help while traveling
  - Basic bus travel awareness
  - Street crossing
  - Neighborhood travel
  - Finding different landmarks/clues/cues in various environment

## LET'S HEAR ABOUT YOUR THOUGHTS, SUCCESSES, AND IDEAS...

- What are some strategies you have utilized that emphasized other ECC areas to promote O&M concepts?

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