

Engaging the Family in the O&M Process

Educate

Empower

Communicate

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Welcome to the O&M Bakery!



2

It takes a village to raise a child and it takes a family to support a trained traveler. Our O&M specialty shop in the village is like the bakery and we (the COMS) are the Bakers . We are here to provide instruction to the future bakers (which are our students) and their families; to help them have a desire to make cookies and other cool desserts (also known as helping them be safe and independent travelers). To effectively do this, we need to first: help families succeed in the process of gathering the ingredients (or educate families on how to be involved), second, help families find the time to bake and enjoying their cookies together (or empower the families to use O&M skills within their existing family routines) , and third, staying in contact with families to provide more recipes and other ingredients when they are ready (this is also known as communication).

Motivate & Educate the Family

- Educate families and instill in them a desire to be involved
- It will takes some good ingredients

To ensure the best outcomes for our students, we must educate the families and instill in them a desire to be involved in their child's development of orientation and mobility skills. This will involve helping the families know which O&M ingredients to gather and then what to do with those ingredients.

Using the following ingredients, what kind of desserts can you create?

- Flour
- Sugar
- Butter
- Eggs
- Salt
- Milk
- Baking Powder
- Peanut Butter
- Chocolate (any kind)
- Oatmeal



Just as there are basic ingredients for creating common desserts, O&M also has basic ingredients and the amount and types can change for our students.

In our daily O&M teaching experiences, we are privileged to interact with students that are unique and each have their own gifts and abilities. We see the potential for many different types of cookies/desserts. Some of our students may not have tons of ingredients (or potential for advanced O&M skills) – They may have the ingredients to create more of a no bake cookie or sugar cookie, but we can still motivate and educate them to create the best no bake or sugar cookie ever (kids with multiple impairments/involvements)

Helping the Parents Gather the O&M Ingredients

It is NOT a secret recipe



We as COMS (or the master bakers) must share the O&M ingredients with our students and their families – it's not a secret recipe!

Ingredient #1: Desire

Creating a desire in BOTH the COMS and FAMILY

- COMS: Are you willing to “stir the pot” and invest a little time and energy.
- FAMILIES: Help them see their key role.



6

The 1st of our O&M ingredients is DESIRE

- Building a desire in BOTH – the COMS & the Family is vital in creating the best environment to develop the student's O&M skills.
- We as COMS needs to realize the importance of including the family
 - Do you have a desire to “stir the pot a little” and take some extra time to involve the family? Are you willing?
- Besides your desire, the student's family also needs to understand their key role and have a desire to learn so they can support their child (or future baker). We need to help them feel an ownership in the process and not just leave it up to us.

Ingredient #2: The IEP Process

- Who is the longest IEP member?
- Who potentially spends the most time supporting the goals?
- Go over goals BEFORE IEP, get their input, and show up.

7

The 2nd ingredient is The IEP process - which is a team effort

- Who is the longest IEP member of one of your students? – the child and their family. We are there only for a short time. They own it. (The IEP team can't keep supplying ingredients – we must teach them how to eventually obtain their own ingredients and have a life time supply)
 - How much time do we spend teaching them? Maybe 30-60 minutes per week (more or less) compared to the potential of families, which is measured in hours and days, and also includes settings and environments that we could only dream about taking our students to.
- For many families, the IEP process does seem a bit like a secret recipe. Please take the time to contact your families BEFORE the IEP and get their valued input on what they would like to have their child learn and any concerns they may have. Our older students also can provide good input on what they feel they need to learn to be successful travelers. Explain your potential goals and why you have chosen them. Help the

family feel empowered in the process by giving them choices and giving them information.

- Then, show up to the meeting if at all possible – or at least call in. In some cases, this may be the only time in the year that the whole team can collaborate with the parent for the benefit of the child – don't miss out on this great opportunity! It may be just another meeting for you but for that family – it can make the difference of being an observer compared to an active participant!

Ingredient #3: The Plan

“So you’re taking my child from
California to New York...”

How and Why?

8

The 3rd ingredient is The Plan

- The family may say, “So you’re taking my child on an O&M trip from a California bakery to a New York bakery – help the family understand how are you getting them there and why” – Just don’t “kidnap” them.

Ingredient #3: The Plan

- Give parents ideas to support goals
- Help families see the map (describe)
- Show pictures or video of independent travelers



9

- Give parents specific ideas of what they can do to help their child reach the different goals. Brainstorm together and be willing to share some activities.
- Also, help families see the O&M map – Describe it to them. Help them see what skills their child will learn – in early intervention, elementary, high school, and post high – all done step by step, and that a COMS, like you, will be supporting them along the way. Early Intervention is a great place to start having the families be an integral part of their child’s O&M education – don’t ever get too busy to start kidnapping their child!
- Also show the family pictures or video of independent travelers. A picture or life experience is worth a thousand words.
- Here is an early intervention experience that gave a mother some hope. The mother described a situation where she saw a group of visually impaired girls with their canes in downtown Salt Lake City giggling and talking as they traveled the busy streets. This mother saw the end results of many years of O&M training and it gave her hope for her daughter’s future. If you have students who have

multiple impairments, help create a positive picture for those parents of their child becoming as independent as possible and how it will benefit the child and the family. Learned helplessness has NO part in this industry!

Ingredient #4: Strategies

- Give them strategies: songs, phrases, games
- Give them examples: where to practice & what to say



10

The 4th ingredient is Strategies. Give them strategies (similar to yours) of what to do during daily routines

- Share the songs, phrases, games you do so they can duplicate that at home to help generalize their skills to other locations. Share simple sayings such as “Walking with purpose across the street, walking with purpose with our feet”. Such sayings can help bridge the gap between school and home.
- Help them know how to support a specific goal during a daily routine and what to say. An example of this would be to use directional concepts when having their child find an item. For instance, “The milk is located on the top shelf and to the left of the apple juice container.
- Verbalized Narratives are also new to families and I’m sure they would appreciate some modeling.

Ingredient #5: Expectations

- Explain clean expectations (both school & home)
- Show family what you are expecting
- Talk about progress



11

The 5th ingredient is Expectations

- Share clear expectations of what you see for the student – Help the family understand those expectations and get their buy in. The student should be able to perform O&M skills in both places – school and at home)
- Show the family video or pictures of the student performing a specific skill so the family understands what you are looking for, so they can support it at home.
- Talk with the families about the student's progress. When it's progress report time, please do not just enter a percentage or number, write a meaningful note as to the student's progress towards the goals – please take the time. This will help foster good communication with families.

Ingredient #6: Education

Educate the family members:

- Families have different modes of learning
- Incidental learning – purposeful teaching
- Practice through daily routines

12

The 6th ingredient is Education

- When providing educational opportunities for the family, as well as the students, teach using a variety of learning modalities – such as visual, auditory, tactile, or kinesthetic. For example when teaching our students and families about parallel and perpendicular, we use a little song with hand motions to reinforce the concept and once they have that concepts, they can generalize it to multiple locations. We sing, “Parallel, Parallel, PERPENDICULAR. My your side, by your side, in front of you”. Families can help generalize this concept at home while walking parallel down hallways and even help identify parallel and perpendicular traffic as they go for walks.
- We also need to help families understand the concept of incidental learning and why we need to purposefully teach directional, positional, and other concepts to our student’s - this is an area that some families have not yet considered.

- Help families know what to do in their daily routines so that O&M skills can be a part of their natural day (we'll be discussing that more in the next section)

Ingredient #6: Education

- EDGE (Educate, Demonstrate, Guide, Empower)
- Use understandable language



13

- Use the scouting teaching acronym of EDGE (Educate, Demonstrate, Guide, Enable or Empower) as we work with students and families to make sure you are supporting them where they are at in their educational quest.
- It's also important to use understandable language with the families and to teach them some of our industry specific verbiage so they feel more comfortable as we communicate with each other.

Ingredient #7: Experiences

Provide Hands-On Learning Experiences

- Invite on lessons
- Home lessons
- Blindfold sensitivity training



The 7th ingredient is Experiences

- As Benjamin Franklin once said, “Tell me and I forget, teach me and I remember, involve me and I learn”. Physically involving our families in the O&M process is key to their successful education.
 - You can invite family members on O&M lessons.
 - Home lessons are wonderful opportunities to learn more about the families, and their neighborhood.
 - Blind fold sensitivity training for families is another fun idea that gives them an experience to feel what it is like to be in their child’s shoes.

Ingredient #8: Resources/Materials

Help the families know where to go

- Internet
- Paper instructions
- Monthly teaching ticklers



15

The 8th ingredient is Resources & Materials

- We need to help the families know where to go to find information – here are a few ideas
 - When using the Internet and websites, help families know specific places to go for certain information.
 - You can also provide instruction and information in the form of newsletters, homework calendars, communication folders...
 - Providing monthly teaching ticklers in the form of notes, texts, or emails is a way to give gentle reminders to continue O&M goal activities. These communications should never cause our families to feel guilt- only gentle motivation.

Ingredient #9: Activities

- Class field trips
- O&M family activities
- Parent mobility challenges
- Summer camps
- Community Activities

16

The 9th ingredient is Activities.

- We can provide the families with activities to strengthen O&M skills. A few suggestions would be to:
 - Ask them to come and support class field trips
 - Provide O&M activities with families at the beginning and /or end of the year to help parents connect with each other. This also provides an opportunity to do some hands on teaching.
 - Set up a parent mobility challenge – where the students can teach their families O&M skills.
 - Invite the families to help be involved with summer camps, goalball... they can always use some extra hands.
 - Make sure the families know about community activities that students can participate in that promote body and spacial awareness as well as a time to practice social skills (activities such as gymnastics, wrestling, karate...)

Ingredient #10: Relationships

- Build rapport with family
- Be there
- Have a professional caring/listening ear



17

The 10th ingredient is Relationships

- Build a rapport with the family and be approachable. Be prepared to meet the family at their level and help raise them up to the next.
- Be there for the family and make sure they know how to contact you in a way that is acceptable for you.
- Remember parents may be grieving at different stages of their child's development – have a professional and caring listening ear but also set professional boundaries when needed.

Families are now ready to bake

- Go against the odds
- Keep it simple
- Help parents feel empowered, not guilty



So with the O&M ingredients gathered together, the family is now ready to bake!

- Go against the odds – even if only 3 families out of 30 on your caseload respond - still reach out! It's worth it.
- Remember to start by helping your families gather the ingredients they need to bake simple cookie recipes. Choose to implement or improve 1 or 2 areas. Don't become overwhelmed – you or your families.
- Help families feel empowered through motivation and encouragement. There is no place for guilt. Help them recognize and enjoy the sweet cookie moments that they can share with their child.

O&M in Everyday Routines

- Helping families find the time to bake and enjoying their cookies together
- Empowering families to use O&M skills within their existing family routines

O&M Routines EDGE

- Educate
- Demonstrate
- Guide
- Empower

20

Think about O&M skills, how our students learn, and level of independence

- Educate: we explain to them what they need to do
- Demonstrate: we show them what to do (verbal and physical guidance, hand-under-hand)
- Guide: allow them to do what they are doing and provide guidance as necessary (step back and allow for increased independence)
- Empower: allow them to do things independently and have them teach others what they know (empower them, belief in own ability to accomplish things)

Think about the environments they travel in and help families see where O&M skills exist and can be practiced within their day-to-day lives.

Infant -Toddler

Birth - 3 years old
Infant (0-18 months)

21

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

- Talking with child about their environment and what is going on
- Body image development and awareness

Infant -Toddler

Birth - 3 years old
Toddler (12-36 months)

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

- Labeling
- Indoor and outdoor routes around home

Preschool

3-5 years old

23

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

- Chores
- Family outings (store)
- Next door neighbor's house
- Family walks around the neighborhood
- Simple maps (house, route to mailbox or neighbor's house)

Elementary School

Kindergarten - 3rd grade: 5-8 years old

24

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

(More independence, pulling back and watching)

- Expand travel around the neighborhood
- Sports and scanning for objects

Elementary School

4th - 6th grade: 9-11 years old

25

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

- Travel around neighborhood
- Travel within community
- Chores: cleaning (practice search patterns: wipe up and down, left to right)

Junior High

7th - 9th grade: 12-14 years old

26

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

(More independence)

- Grocery store (split up a grocery list)
- Advocating for self
- Have them follow a verbal route with multiple steps
- Drop off at friend's and find own way home
- Setting up closet organizing system
- Keeping up with groups
- Tracking with familiar things
- Teaching relatives how to do human guide
- Alternative routes
- Teaching younger siblings how to do things (empowering activity for the "teacher")

High School

10th - 12th grade: 15-18 years old

27

What are some of the O&M skills that can be found and practiced in family day-to-day routines with this age group?

Examples:

Send them out on errands

Plan trips (have them run the GPS)

Have them follow a verbal route with multiple steps

Use smartphones to read signs

Tracking unfamiliar things

O&M Routines Matrix

- Fill out with families to help them “see” where O&M exists within their daily routines
- Hang on the fridge for quick reference

Orientation and Mobility within Family Routines

Family Routine Area	Infant (6-18 mos) & Toddler (12-36 mos)	Preschooler (3-6 yo)	Elementary School Age Grades K-3 (5-8 yo) & Grades 4-6 (9-11 years old)	Jr. & High School Age Grades 7-9 (12-14 yo) & Grades 10-12 (15-18 yo)
Mealtime & Cooking	Meal preparation in the kitchen – talk about it! Label	Set table Find cooking supplies Find items of different shapes out of cupboards, shelves, cabinets, etc.	Cooking smells Set tables Locate chairs/People sitting around table	Localize smells from other rooms Cook meal
Dressing & Grooming Bath/Shower	Body parts	Body image Short routes from another place in house	Organization systems (room)	Organization systems (closet)
Around Home	Trailing Positional / directional words	Trailing Compass words Chores	Chores	Chores
Communities – Neighborhood, Libraries, Grocery Store, Shopping, Eating Out, Religious Activities	Talk about the areas	Go grocery shopping together & talk about how items are organized/grouped Go get the mail together Map route from house to next door neighbor's house	Go grocery shopping & find a few items on the list Go get the mail together Map route from house to friend's house Keeping up with groups	Run errands "Drop-off" – find own way home from... Keeping up with groups

Riding in a Car, Public Transportation	Describe scenery & sounds	Play eye spy (scanning, sound localization)	Describe surrounding areas Directionality Talk about the "bigger" world (neighborhood, city, state)	GPS Plan trip Talk about road/highways/freeways traveling on Talk about the "bigger" world (neighborhood, city, state)
Play – Outdoors/Sports	Track objects Localize sound	Track objects Localize sound	Playground equipment Active involvement in sports, recreation, outdoor activities with families	Active involvement in sports, recreation, outdoor activities with families
Play – Indoors/Games/Technology	Peek-a-boo	Board games Hide 'n seek	Board games	Route planning using technology
Literacy – Storytime & Reading	Read together	Book orientation Find O&M-related things/concepts in the book	Book orientation Find O&M-related things/concepts in the book	Maps Research for trips
Pets and Nature	Listen to & talk about it	Listen to & talk about it Go for a walk	Take pet out for a walk Systematic scanning for objects	Take pet out for a walk Systematic scanning for objects
Holiday/Seasonal Activities – Birthdays, Parties	Talk about & experience	Holiday item scavenger hunt	Go shopping for event items	Go shopping for event items

Takeaway Message

Routines are perfect for O&M!

We just need to help families “see” where they are.

Communication Strategies

- Checking in with the family to see how the cookie making is coming along.
- Being there to provide different and more advanced cookie recipes when they are ready.



Know the Communication Needs and Preferences of the Parents

Needs:

- Interest: what type and how much?

Preferences:

- Face to face, written notes, phone/text, email, or video conferencing

**** Set Boundaries ****

It is important to note that when working with families we need to set clear boundaries. For example, it might be necessary to set a boundary of time (contact only during work hours). Your role is that of a professional, O&M 1st and then a friend.

Make A Communication Plan

1. **Identify** forms of communication that will meet individualized needs.
2. **Schedule** planning time for communication.
3. **Prepare** and **organize** materials for easy send off.
4. **Start small** and pick one thing to do today.

34

To sustain successful communication with families it is important to make a communication plan.

1. Identify the forms of communication that will meet their individualized needs. Examples: monthly calendars, newsletters, phone calls, video conferencing, meeting face to face, or written notes home.
 - A. Schedule time for communication. When will you create the calendars, write the notes home, or make the phone calls.
 - i. Pick a time that works best for you (last 30 mins of day, or friday mornings)
2. Prepare and organize materials for easy send of. Have calendar, newsletter, or note templates all ready and made and stored in the same spot for quick access.
3. Start small and pick one thing to do today.

Ways To Communicate (Technology Focus)

- Videos
- Personalized O&M website
- O&M journal/portfolio
- O&M travel club
- Written communication

Ways To Communicate: Videos

Welcome to O&M video (10 mins.)

- Teacher introduction
- What is O&M?
- Short clip of lesson in action
- How to access resources
- Forms of communication

Videos are a useful communication tool because parents can watch and rewatch them whenever needed. They also have that face to face comfort feeling.

Starting O&M services for their child can be overwhelming as it deals with lots of new information. A brief 10 min. "Welcome to O&M" video can help with that transition.

- For those of you who are a little shy about using technology, you can send a welcome letter home including a picture of yourself, as well as, what O&M may look like for their child.

Ways To Communicate: Videos

How?: Phone/camera - YouTube, email

Non-Tech: Welcome letter home with pictures

Ways To Communicate: Videos

Live back to school video conferencing

- YouTube Live Event
- Zoom
- Skype
- ❖ Post video link to O&M website, facebook page, or email.

Non-Tech: Face to face - welcome to O&M night

Another communication tool is Live video conferencing. This gives parents the opportunity to ask questions in real time and gives the face to face feel.

Non-tech: option is to host a back to school O&M night at your local school or library.

Ways To Communicate: Website

Parent Mobility
orientation and mobility resources for families

HOME PAGE ABOUT US O&M SKILLS RESOURCES FORUM CONTACT US AER



Our big project over this past year has been to create our personalized O&M website called parentmobility.com.

Our purpose for this website was to create one central spot for families and other educators to connect and find O&M resources.

About Us



Bethany Whittington, OMS

Bethany is an O&M specialist at the Utah Schools for the Deaf and Blind. She is in her second year of providing O&M services for students in several school districts in Utah. Recently, she completed her graduate studies in Teacher of the Visually Impaired and Orientation and Mobility through the University of Northern Colorado. She was raised in a home with a parent with a visual impairment and enjoys working closely with the teachers and families of her students.



Linda Breeden, COMS

Linda is a certified O&M specialist at the Utah Schools for the Deaf and Blind. She provides services in districts across Utah and enjoys working with students with multiple impairments and their families. She is also a "certified" MOM and loves her children, which includes a son who is blind.

O&M Skills: Grades K-3

O&M Skills: Grades 4-6

O&M Skills: Grades 7-9

O&M Skills: Grades 10-12

Bank of O&M Skills: divided by age group. (My child is 1st grade...)

O&M Skills: Grades K-3

[All About Canes](#)
[Hand Trailing](#)
[Diagonal Cane Technique](#)
[Constant Contact Cane Technique](#)
[Finding Objects With Cane](#)
[Upper and Lower Body Protection](#)
[Searching For Dropped Objects](#)
[Parallel and Perpendicular](#)
[Squaring Off Technique](#)
[Cane Technique On Stairs](#)
[Scanning Technique](#)
[Mapping Introduction](#)
[Shoreline Cane Technique](#)

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[Activity Calendars](#)
[Video Directory](#)

All About Canes



QUICKLINKS

[Activity Calendar](#)
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There are many different types of canes and cane tips to help an individual meet their travel needs and provide the most accurate feedback about what their cane tip is contacting. You can discuss the differences and potential benefits with your child's orientation and mobility instructor.

Most canes have 3 main parts – the grip (They may come with or without a flat side for the positioning of the finger), the shaft, and the tip. Some shafts are covered in white and red reflective tape to help identify someone as having a visual impairment as well as to be seen more readily.

Parent Mobility

orientation and mobility resources for families

HOME PAGE

ABOUT US

O&M SKILLS

RESOURCES

FORUM

CONTACT US

AER

Video Directory

Activity Calendars

Goalball

Other Resources



Video Directory



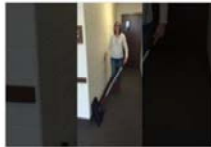
Hand Trailing



Diagonal Cane Technique



Constant Contact Cane Techni.



Finding Objects with the Cane

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20+ Videos: demonstration of skills, plus helpful tips for how parents can reinforce this skill at home.

September O&M Activity Calendar

[Print September Calendar](#)

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[Activity Calendars](#)

[Video Directory](#)



O&M for September

(Remember to modify as needed to meet your child's individual abilities)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Theme: Exploring your Neighborhood						
Week 1	Do you have sidewalks in your neighborhood? Explore the sidewalk, curb, gutter, and where the street starts. (residential streets)	Do you live on a busy street? Count how many cars pass in 5 minutes. (traffic awareness)	Walk to a corner near your home. Does it have a stop sign or yield sign? Do you see speed limit signs? (residential components)	Is there a house with a barking dog or one that has a unique sound in your neighborhood? (residential components)	Take a walk around your block with a family member. (residential blocks)		

Other Resources

Support Resources for the Deaf and Blind of Utah (Bolded are O&M focused resources)

Allies with Families (support for parents & children with emotional, behavioral, health needs): www.allieswithfamilies.org (801) 433-2595

Ambutech (white cane products): <https://ambutech.com>

American Association of the Deaf-Blind - AADB (support group): www.aadb.org

American Council of the Blind (provides support, great resource list, and info for parents & VI children): www.acb.org (202) 467-5081

American Foundation for the Blind (info resource, parent support...): www.afb.org

American Division for the Blind - ADB (functional site E. masterlist): www.adb.org (800) 777-1820

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If you feel ambitious you can build a website yourself. If you're interested in details ask me afterwards or we can communicate through email.

Ways To Communicate: O&M Journal

Journal of O&M travel experiences (iPad):

- Kidblog
- Google Sites
- Three Ring

Phone photo journal:

- Instantly text pictures/videos

Non-Tech: Portfolio with pictures/written descriptions.

Another way to stay connected with the family is to create with the student a journal of their O&M travel experiences. You can preserve those “ah-ha” and success moments so the entire family can take pride in their student’s progress.

Non-tech: You can create a hard copy portfolio that includes pictures/O&M travel stories that the student has brailled.

Ways To Communicate: O&M Travel Club

Meaningful activities to support skills at home:

- Log of travel destinations, cane usage, etc. (similar to reading clubs)
- Travel Pals: O&M pen-pals across school district/state, etc.

Non-Tech: Paper log of travel experiences.

As instructors we are always looking for meaningful activities to help reinforce O&M skills at home. Through your own "O&M Travel Club" students and families can log travel destinations (grocery store, park, neighborhood friends house), or their amount of cane usage for that week. This is similar to a reading club in which students/families are required to read a number of mins per month at home.

- beginning stages of building app

Ways To Communicate: Written



O&M for DECEMBER
(Remember to modify as needed to meet your child's individual abilities)

Theme: Community & Addressing

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Help get the holiday decorations out and list the shapes of the common items.	Have kids or teens practice your address by writing a letter to Santa.	Take a trip to the post office to mail your letter to Santa.	Draw your favorite Christmas tree or what you'd like for Christmas (remember to include a request).	Make different sized Christmas cookies and share them with a friend.
Week 2	Use Santa in the mail. Write the name of the mail carrier in the center of the card and let the child write what about? (community).	Use your mail when at the mall and identify different items, objects, signs, advertisements, etc.	Talk to your parents about what you see at the mall and identify different items, objects, signs, advertisements, etc.	Find your favorite store at the mall and list items you'd like to buy.	Find a map of the mall. Label shapes in the mall drawings & items.
Week 3	Make a present and describe the shape of the present (shape).	Write about your present. What does it look like? How many items does it contain? (shape & counting).	Take your class from Christmas Night! Ask them to draw what they want for Christmas.	What does your class do for Christmas? How many items do you have? (counting).	Christmas Eve is coming. What do you want for Christmas? (counting & writing).
Week 4	Practice writing or drawing the shape of the letter with your name in the center.	Practice your address. Describe the city and zip code.	Draw your favorite Christmas tree or what you'd like for Christmas.	Make a Christmas tree from a cardboard box. Describe the shapes of the items you put on the tree.	Make a snow angel or your favorite shape. Describe the shapes of the items you put on the snow angel.

Please talk to your O&M Specialist about any concerns or questions you may have. (The O&M area to be strengthened is in parenthesis for each day)

Monthly O&M Activity Calendar

Name: _____ Date: _____



Orientation & Mobility (O&M)

We worked on: _____

Suggested homework: _____

Questions? Contact me @ _____

"We Can Do Hard Things"

"Today I learned in O&M" Note

Written comm. Can be an easy and effective way to connect with families. You can post calendars/newsletters on your website, share through email, or send a hardcopy home.

Examples:

- Monthly O&M Activity Calendar
- "Today I learned in O&M" Note
- Communication Journals

Thank you notes are always a great way to strengthen the communication lines.

Try Something New Today

Challenge:

Pick today 1 or 2 new communication ideas to add to your routine.

Every effort counts!

Don't worry if not all parents want to communicate back with you. 3 out of 30 is still worth every effort you make. Every communication effort will be that little friendly reminder that O&M and independent living skills are important for their child.

Thanks for joining our O&M Bakery

Remember to Educate, Empower, & Communicate

Help families enjoy the sweet cookie moments



(Before you leave - come get a free O&M treat)

Thanks for joining our O&M bakery shop today in engaging the family in the O&M Process. Remember to take the time to Educate, Empower, and Communicate with the families to help them enjoy the sweet cookie moments together. Make sure to stop by and receive a special O&M dessert from us today.