

INTRODUCTION TO MOBILITY AND ORIENTATION

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Learning objective

By the end of the session participants should be able to:

- 1 Define the concept mobility and orientation
- 2 Describe some factors which can affect PWVI learning.
- 3 List guide lines for training PWVI
- 4 List down some of the features of mobility route.
- 5 Describe and demonstrate some of the mobility and orientation techniques

Duration:

Materials

- 14 Masking tape.
- 15 Marker pens
- 16 Newsprints. White canes
- 17 Blind folders.

File
CBB

Methods

- 11 Modified lecture method.
- 12 Brain storming
- 13 Group discussion
- 14 Demonstrations

Step one:

The facilitator introduces the session and learning objectives which h/she will display throughout.

Step Two:

The facilitator through questioning will lead participants to brain storm the definition of mobility and orientation and other terms like target activity. He/ she will than sum up by presenting and discussing the definitions as presented in the facilitator's notes

Step three:

The facilitator puts participants into groups of four-five to discuss the factors affecting learning for the PWVIs. Thereafter call upon the group leader to present in the plenary session. With the participants submissions the facilitator sums up by presenting and discussing the factors given in the facilitator's notes.

Step four

Facilitator presents the guidelines for training PWVIs in mobility and orientation as given in the facilitator's notes.

Step five

The facilitator will lead participants to brain storm what mobility route is and its features thereafter will sum up the activity by presenting and discussing as per the facilitator's notes.

Step six

Facilitator will present and demonstrate the mobility techniques one by one before the participants afterwards will pair them to practice each technique.

Facilitator's notes.

The concept Mobility and Rehabilitation /Habilitation, talks about the terms "Mobility", "Orientation" and the target activity. Three aspects can not be separated and are not independent activities.

What is Mobility?

This refers moving from one place to another. Therefore it's simply a capacity to move around.

What is orientation?

Orientation: It can be referred to as the ability to use the remaining senses to understand ones' location in the environment at a given time. It can also refer to knowing where you are, where you are going, and how to get there. Therefore it's important for all people to be oriented to their surrounding. Using the vision is the best way to gather information for orientation because by looking around one can get the most information. PWVI have to learn other ways to become and stay oriented. They must learn to use the other remaining senses such as hearing, touch, smell, taste and as well as memory to figure out where they are in relation to other objects in the environment e.g. an infant who is blind may reach for and find his or her toy when s/he hears it rattle. A pre school child may know she is in the kitchen because she feels it's the floor and smells to cooking in the oven of course those with remaining vision can use it to assist in orientation task. With good orientation, efficient independent travel is possible.

Orientation and Mobility (O&M)

O&M refers to training persons who are blind or severe visual impairment how to get around safely and efficiently within their homes, neighborhoods, schools and community. It can also be defined as the ability to move in space in relation to existing objects. Therefore you will note that parents and family members do play an important role in training their visually impaired children but are at loss about where to begin.

Target activity

Is where the mobility ends.

General observation

- 1 PWVIs learn slower than sighted do. This is because the sense of seeing takes 75% of one's mental ability to learn.
- 2 They are passive and neglected by the sighted people they live with because they do not contribute to different activities in the home and community.
- 3 They are regarded as a bother to the sighted community who have to provide a helping hand all times.
- 4 They lack mobility skills.

Factors affecting PWVI's learning

- I. Negative attitude by:
 - a. PWVIs themselves
 - b. Families members
 - c. The community
- II. Lack of experience or exposure.
- III. Dependence syndrome.
- IV. Neglect /Isolation.
- V. Environmental barriers.

Why train PWVI in Mobility and Orientation?

- 1 To develop PWVIs into an active members of the community.
- 2 To be able to accomplish different kinds of desirable activities such as activities of daily living ADLs leisure, work, school, social, and cultural activities.
- 3 To prevent development of secondary disabilities or handicaps.

Guidelines for training PWVIs

- 1 Training should be based on individual needs and learning potential.
- 2 Training should be carried out in the context where it is supposed to be used by the individual.
- 3 The PWVI should be given ample time to receive, organize, and react to the problem.
- 4 Repeated clear and short sentences (instructions should be emphasized to make sure the PWVI makes a mental picture of the task at hand.
- 5 Labeling and making items should be encouraged for identification purposes.
- 6 The training should be based on the capabilities, interests and wishes of the PWVI.
- 7 Points of reference should be chosen according to the abilities of the PWVI to detect and make use of them.
- 8 Special considerations should be made for insecure places.
- 9 An activity should be attached at the end of the route to act as a goal.
- 10 Culture /people's attitudes should be respected in order to break the barriers which may hinder learning to take place.

What should be done when training PWVIs in activities of daily living?

- 1 Gather all materials and equipments to be used before starting the activity.
- 2 Ascertain whether the PWVI knows where these materials are and can locate them easily.
- 3 Be sure that the PWVI knows how to use the equipment well e. g the knife.
- 4 Draw up a programme for the training session.
- 5 Ensure the PWVI participant in cleaning and storing the equipment so that s/he can easily locate later.

In order to train some one in Mobility and orientation the following are required:

- I. Mobility route
- II. Method to use

What is a mobility route?

A mobility route is a path between a geographical starting point and ending. It's characterized by features like landmarks and shorelines.

A mobility route is therefore looked upon as a component within the desirable target activity you find at the end of the mobility route. It is also important to note that no skills are effectively attained when motivation for learning is lacking.

Land mark

A land mark is any object, sound or smell that is always in the same place and can easily be identified by the PWVI e. g gates, trees, rocks e.t.c.

Features of landmarks

- I. It should be recognized by the PWVI easily.
- II. It should clearly stand out from other objects surrounding.
- III. It should be permanent and fixed.
- IV. Where landmarks can not be easily be obtained, adaptations of the environment should be made.

Types of landmarks

- | | |
|---------------------|---|
| I. Tactile | |
| II. Auditory | Indirect sound e.g. wall, tins
Direct sound e .g busy roads. |
| III Visual | bright light low vision |
| III. Odour (Smell) | |

Shorelines

A shoreline is a guide line a long a mobility route which prevents a PWVI from veering away from the route e.g. wall edge of roads, fences e.t.c it also gives continuous information between two landmarks.

Methods used in training

- I. Sighted guide (person)
- II. Independently by using other techniques especially at home or in other familiar places.
- III. Independently using other techniques especially at home or in familiar places.

Sighted guide

This means that a sighted person or a dog in developed countries is used to lead a PWVI in movement.

Aims of sight guide

- I. To ensure that the PWVI moves safely and efficiently with the help of a sighted person.
- II. To ensure that the PWVI interprets and uses the information received with the assistance of the guide
- III. During sighted guide the PWVI gets familiar with the guide's role in order to be able to instruct other guides.
- IV. The sighted guide helps the PWVI to develop skills for independent travel.
- V. Sighted guide helps the PWVI to participate in as many activities as possible.

Sighted guiding can be broken down into:

- I. Free guiding.
- II. Grip for children and adults.
- III. Turning.
- IV. Changing sides.
- V. Stairs up and down.
- VI. Doors, opening in and out ward.
- VII. Seating in individual chairs, in rows.
- VIII. Narrow path.

Cane techniques

White canes have long been used by PWVIs. Properly used, cane techniques allow the PWVI to move confidently, safely and efficiently in both familiar and unfamiliar surroundings.

There are three main functions of the cane.

- I.** Protection.
- II.** An aid to orientation.
- III.** Identification for others that the user is visually impaired.

Types of long cane

- I. Long cane with a crook.
- II. Long cane without a crook.
- III. Rigid canes.

- IV. Folding canes
- V. Telescoping canes.

Types of cane techniques:

- I. Gripping a cane
- II. Following a shore line
- III. Stairs up and down.
- IV. Road crossing.
- V. Finding door knobs.
- VI. Sighted with a cane in hands.
- VII. Storing a cane.

In conclusion with appropriate training PWVIs can reach their maximum potential. It is important to note that they need a lot of patience while training to become independent. During training emphasis should be put on mobility and orientation, activities of daily living and confidence building. Always remember that the family plays a key role in the rehabilitation of PWVIs.