



THE OREGON PROJECT

For Preschool Children Who are Blind or Visually Impaired: Overview and New Developments

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Presentation Objectives

- Gain an understanding of the history, purpose and design of the OR Project
 - History and Design
 - Overview of OR Project
 - Skills Inventory Content and Purpose
 - Manual
- Review current progress on the new 7th edition

Introduction

- Transitions through the life cycle begin at birth. Moving on and moving out begins in the crib and expands each day as the child develops.
- Meaningful assessment and early intervention strategies are essential in helping a child who is blind or low vision learn to understand and interact with the world around him/her.
- Orientation and Mobility skills are imbedded in the OR Project.

Survey Question

Have you ever used
the OR Project?

History and Design

- Developed in the late 1970s based on the Portage Project
- Provide assessment and curriculum guidance to “educators” of young children with visual impairments
- Criterion-referenced assessment
 - Not norm-referenced
 - Not designed to obtain a “precise score”
- Can be used successfully with children with multiple impairments, *if additional disabilities are not severe*

Overview of OR Project

- Comprehensive assessment and curriculum designed for use with children birth – 6 years who are blind or visually impaired.
- Components
 - Introduction
 - Table of Contents
 - Overview
 - Skills Inventory
 - Teaching Activities
 - Reference Section

Skills Inventory Content

Over 800 behavioral statements

- Developmentally Sequenced
 - Birth – 1 Year
 - 1 – 2 Years
 - 2 – 3 Years
 - 3 – 4 Years
 - 4 – 5 Years
 - 5 – 6 Years
- Eight Domains
 - Cognitive
 - Compensatory
 - Social
 - Fine Motor
 - Language
 - Vision
 - Self-Help
 - Gross Motor

Skills Inventory Purpose

- As an “educator” you are prioritizing the skills for each child
 - Each skill is important enough to teach
- Assess the child’s developmental level across eight domains
 - Students who are blind may acquire skills significantly later. These skills will be marked with a bullet.
- Select appropriate teaching goals
- Record the child’s acquisition of new skills

Skills Inventory Features

- Cognitive Skills Section
 - Non-visual based items
- Vision Skills Section
 - Visual efficiency skills
- Compensatory Skills Section
 - Tactile skills related to the Expanded Core Curriculum

Skills Inventory

□ Structure within domains

■ Cognitive

- Memory and general concepts
- Spatial concepts and body image
- Pre-math
- Pre-reading

■ Fine Motor

- Grip
- Strength
- Dexterity
- Integrated grip, strength, dexterity

- ❖ This skill may develop significantly later for a child who is blind.

	Date	Date	Date	Has Skill
Memory & General Concepts				
76	Comprehends today, last night, yesterday, tomorrow when discussed by adult			
77	Identifies weather as rainy, sunny, snowy, or warm			
78	Tells whether objects are either <i>long or short; hard or soft; rough or smooth</i>			
79	Sorts objects into at least 3 categories (things to eat, wear, or play with)			
80	Sorts within a group of familiar household objects (silverware)			
81	Identifies picture or object that is "different" from within a group of 4			
82	Puts 5 objects in pattern from memory (alternating colors or shapes in an AB, AB pattern)			
Spatial Concepts & Body Image				
83	Moves own complex body parts on request (wrist, shoulder, ankle, waist)			
84	Identifies left and right on own body			
85	Places objects <i>over or above, under or below, inside, through, and away from</i> other objects on request (CM 95)			

	Date	Date	Date	Has Skill
Pre-Math & Pre-Reading				
86	Can match, sort, and name 5 basic geometric shapes (CM 75)			
87❖	Places 5 objects in horizontal arrangement by size (seriates)			
88	Rote counts to 10			
89	Counts objects from 1-10			
90	Touches first, middle, and last items in a row			
91	Tells whether 2 symbols (letters) are the same or different			
92	Recognizes a few letters of the alphabet (print or Braille)			
93	Identifies first letter in own name			
94	Recognizes own first name when presented in print or Braille (V 77)			
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Manual

□ Teaching Activities

- Ideas for each skill taught either in the home or classroom setting
- Starting point for instruction
 - A box located below the skill will give special considerations which might include prerequisite skills or the purpose of the skill
- Framework for writing prescriptive programs to fulfill Individual Family Service Plan/Individualized Education Program goals.

Memory & General Concepts

76 Comprehends today, last night, yesterday, tomorrow when discussed by adult @

Use these words as much as possible in everyday contexts: "Remember yesterday when we went to Grandma's house?" "Tomorrow we are going to the park."

Introduce the child to his own calendar. You can either make or purchase calendars, including Braille calendars (American Printing House calendar kit). Put stickers or pushpins on special days, and help the child mark off and count down the days until the important event.

Assign certain chores or privileges to the same day of the week each week. Tomorrow is Tuesday; we will do laundry (or make cookies).

77 Identifies weather as rainy, sunny, snowy, or warm

Before the child gets dressed in the morning, check the weather together by stepping outside for a moment. Together discuss what type of clothing should be worn that day and why. When the child is outside, discuss what type of weather it is that day. Describe what that means and in language important to the child.

- Warm or hot: You need less clothing; it can be warm inside and outside; it feels hot on the skin.
- Sunny: Can you feel the warmth on your face and clothing; it can be sunny even on a cold day; you have to go outside to tell if it is sunny.
- Snowy: Have the child feel the snow without wearing gloves; snow feels wet and cold; usually it snows in winter.
- Rainy: Feel that it is wet; rain can be warm or cold; it can rain in any season.
- Cold: You will need to wear an outer layer of clothing such as a warm coat and gloves.

Discuss the seasons and their characteristics. Point out how clothing needs may change with the seasons. Also, discuss what makes each season different from others and what activities mark each season.

78 Tells whether objects are long or short, hard or soft, rough or smooth

Take walks around the neighborhood and take the time to explore and examine various objects. Talk about their characteristics: "There's Mrs. Murphy's cat. The cat's fur is so soft." "Look at this stone I just found. Do you feel how smooth it is? I wonder what made it so smooth." "Let's stop at the store and buy some licorice. Is your piece longer than mine?" When discussing long

and short, show the child how to hold the two pieces at the same endpoint for accurate comparison.

Help the child create a box for treasures, which might include objects found or given to her. Periodically, take out this box and examine the items. Recall how they were acquired. Talk about their characteristics. Compare them to each other. Discuss what they are made of – plastic, metal, or wood.

79 Sorts objects into at least 3 categories (things to eat, wear, or play with)

Use a small laundry basket to collect items around the house: toys, bathroom things, clean clothing, items from the kitchen or garage. Sort through these items with the child, talking about and labeling them (toys, tools, etc.). This is a game that can be played repeatedly, with different objects each time. As the child gains familiarity with the game, the sorting could be done independently, but provide guidance with concepts and vocabulary.

Cut out magazine pictures and sort them. Pictures have the luxury of being able to include items not easily included in a laundry basket: vehicles, places to live, people, pets.

80 Sorts within a group of familiar household objects (silverware)

This item assumes the child has a more sophisticated concept of sorting and is able to associate objects with their function as well as their color, shape, or size.

Give the child some responsibilities for simple household tasks: helping to put away clean clothes or dishes. Emphasize that everything has its own special place, and that objects are kept there because of their use.

To refine the sorting process, the child can sort a variety of types of eating utensils: large, small, plastic, wooden, metal. Combine two attributes and have the child find all the "small wooden spoons" or "large metal spoons."

Play a game, mixing up shoes from every member in the family. Sort them out together. They can be sorted many ways: by color, by size, or by type of shoe (sandal vs. boot).

Manual

- Reference Section
 - Glossary of terms
 - References
 - Resources
 - Make and Do
 - Articles on play and development
 - Blank forms and checklists (including O&M checklists)

Orientation and Mobility Checklist



Name: _____ Date: _____

0-1 Years

- Moves forward in space (creeps, crawls, or scoots) (GM 16)
- Crawls or scoots to obtain a familiar toy (when given visual or auditory cue) (C 17)
- Steps sideways while holding on to stationary object (GM 18)
- Steps with support (GM 22)

1-2 Years

- Takes a few steps without support (GM 23)
- Walks around or over obstacles (GM 26)
- Walks upstairs holding on to adult's hand or railing (GM 27)
- Walks independently (GM 36)
- Walks downstairs holding adult's hand (GM 37)
- Independently moves about in familiar room; may or may not explore inquisitively (Comp 22)
- Walks barefoot on grass and a variety of surfaces (Comp 23)
- Moves to object using sound cue alone (Comp 24)

2-3 Years

- Walks on many types of surfaces, rarely falling (GM 38)
- Jumps in place with both feet (GM 39)
- Walks up stairs independently holding railing (GM 41)
- Runs 5 feet without falling (GM 42)
- Climbs up and slides down toddler slide (GM 46)
- Jumps in a forward direction five times (GM 50)
- Runs smoothly, with changes in speed and direction (GM 53)
- Avoids hazards when in a familiar place (SH 52)
- Delivers items to appropriate location or room when asked (SH 53)
- Independently explores and moves within familiar rooms in own home (Comp 42)
- Knows the arrangement of furniture, doors, and stairs within own home (Comp 43)

3-4 Years

- Stands on one foot momentarily (GM 54)
- Starts and stops locomotor movement on request (GM 57)
- Goes up and down steps, alternating feet (GM 59)
- Hops once in place (GM 61)
- Puts away toys in designated storage areas (SH 72)
- Avoids common dangers around the home (SH 74)
- Points in specific direction on request (Comp 62)
- Moves self to front or back of another object on request (Comp 65)

3-4 Years (Continued)

- Identifies common environmental features indoors and outdoors (chair, stairs, door, window, sidewalk, lawn) (Comp 67)
- Moves to destination quickly and easily within own home (Comp 68)
- Locates favorite play areas in own yard (swing, sandbox) (Comp 69)

4-5 Years

- Follows a variety of directions involving moving the body while the feet are in one place (bend sideways, squat down) (GM 68)
- Walks forward on three-inch wide textured line for ten feet (GM 71)
- Walks forward for a short distance on balance beam (GM 72)
- Gallops (GM 76)
- Moves body planes in relation to flat surfaces ("Put your back against the wall") (Comp 93)
- Touches and names "left" and "right" on own body (Comp 94; Cog 84)
- Uses auditory, olfactory and terrain cues to orient self outside of own home (preschool, grandma's house) (Comp 98)

5-6 Years

- Runs 40-50 yards without discomfort (GM 84)
- Skips, leading with alternating feet (GM 85)
- Coordinates several motor skills in one activity: relay races, circle games, etc (GM 95)
- Locates and uses drinking fountain and restroom at school (SH 106)
- Moves purposefully and safely around own classroom (Comp 115)
- Moves to appropriate area in classroom (where the activity is happening) and finds an empty seat or place with minimum assistance (Comp 116)
- Demonstrates correct use of guided travel technique (Comp 117)
- Walks to 2-3 familiar locations within the school setting with minimal supervision (Comp 119)

7th Edition Update

- Survey Monkey results
 - 86% of respondents were TVIs
 - Half of respondents had been in the field for 15 years or more
 - Most used resource within OR Project was the Skills Inventory
 - 75% of respondents said they would like both a print and digital copy

7th Edition Update

- Updating content
 - ▣ Skills Inventory
 - ▣ Teaching Activities
 - ▣ Resources
 - ▣ Checklists
- Online access
 - ▣ Secure login
 - ▣ Printable forms
 - ▣ Student Profiles

Contact and Ordering Information

- Any additional information or questions can be directed to: mark_moskowitz@soesd.k12.or.us
- Pricing and ordering information:
 - <http://www.soesd.k12.or.us/Page.asp?NavID=215>