

Orientation and Mobility Re-Evaluation

Name: Lyra XXXXX

Date of Birth: 05/11/06

Date of Evaluation: 03/11/09

Date of Report: 03/23/09

Background:

Lyra is a two year ten month old girl who is transitioning from Part C services to Part B services. She receives 60 minutes weekly of home based services from a teacher through the Children's Center for the Visually Impaired (CCVI). She also receives occupational therapy 60 minutes every other week and speech therapy 60 minutes once a month from Wyandotte County Infant Toddler Services (WCITS). Lyra has a visual diagnosis of oculocutaneous albinism (total or partial lack of pigment causing abnormal optic nerve development), nystagmus, and astigmatism. She is followed by Dr. Trudi Grin of Overland, Kansas. She does wear glasses and wore them throughout this evaluation. Lyra's orientation and mobility assessment took place both inside and outside at CCVI with her mother and teacher present. This assessment was conducted by observation and interviews with her mother and teacher.

Strengths:

Lyra walks and runs throughout her environment using her vision to explore what is around her. She does have sufficient vision to travel indoors safely. She is able to use her vision to go around people and objects while moving in her environment. Lyra is able to visually locate the edge of a step and the handrail of stairs when they are familiar and have high contrast. She is able to ascend stairs using a handrail by alternating her feet; she descends stairs using a handrail with putting each foot on the same step. Lyra is able to locate a sound producing toy by turning toward it and walking to find it. She is able to identify and label familiar environmental sounds. She uses both vision and touch to explore objects. Lyra is able to visually locate a door handle or knob. She is not always able to manipulate it due to her physical size. She is able to locate a chair independently and seat herself in an efficient manner. Lyra is able to follow 2-step unrelated directions. She can imitate movements with her body from a distance of 3'. Lyra has an understanding of where all of her facial body parts are located and where her hand, arm, leg, foot, toes, knee, tummy, shoulder, back, and elbow are. She is able to move forward, backward, sideways, and stop on command. Lyra is able to locate the front, back, top, and bottom of her body. She demonstrates the understanding of the following directional/positional concepts: *in/out, on/off, open/closed, over/under, front/behind, and, forward/backward*.

Weakness:

Lyra's mother reports concerns for her safety when she enters the school environment. She is concerned that Lyra will not stay with the class or be aware of what objects, people, and activities are going on around her. When Lyra is in a new place she moves with hesitation. When there is an unfamiliar surface change she uses a tactile search with her foot to feel for the change. When there is an unfamiliar set of stair she may over step the landing. Lyra has extreme light sensitivity. She requires a hat and sunglasses outside at all times. Overhead lighting inside may need to be adjusted. When playing outside on a sunny day at CCVI Lyra was observed multiple times missing high contrast surface changes that both ascended and descended. She did not notice a no-contrast slide and slipped down as the slide descended. Lyra presents with a functional field loss on both sides which causes her difficulty becoming visually aware of moving objects. She did not notice the distance of the swings and merry-go-round and needed assistance to avoid getting hit. When Lyra is in a cluttered or busy environment she has difficulty visually identifying people and objects at a greater distance. Lyra needs to be carefully monitored in new and unfamiliar environments. She also needs to be carefully monitored in low and no-contrasts environments. Lyra requires time to learn a new environment; however, once an environment becomes familiar she is able to maneuver through it safely.

Recommendations:

It is recommended that Lyra received direct Orientation and Mobility Instruction by a Certified Orientation and Mobility Instructor (COMS) as she transitions to the preschool environment. This instruction should include work both inside the school building and outside on the playground.

It is recommended that the COMS provide consultation with Lyra's teachers, teaching assistances, therapist, parents, and other adults working with Lyra.

The following are recommendations for Lyra's parents, teacher, and therapists to reinforce Orientation and Mobility skills in her functional daily routine.

- Work with Lyra to visually scan her environment on the far right side, left side, upper, and lower fields while she is walking through her environment by pointing out things for Lyra to find.
- Due to Lyra's light sensitivity, scanning needs to be addressed in the outside environment as well as inside.
- Use yellow tape or paint on stair edges to provide visual contrast.
- Take Lyra to the park and other new environments to play and explore.
- Expand Lyra's knowledge of directional concepts
- Continue with sunglasses and hat with brim outside.