

Observation Paper

The observation of an O&M lesson occurred on July 21, 2021 from 9:00 AM to 10:30 AM. The lesson took place at 100 W. 15th St. Chester, PA 19013, in a center-based model. The structure is called CBVI (Center for the Blind and Visually Impaired).

The student was a 15 years old teenage girl who has low vision. For the purpose of this assignment, the student name was changed for Sara. She received in-school O&M instruction through her school district since she was in grade 4, but inconsistently.

Sara just started her three weeks program at CBVI, and today's lesson was her third one. She never had outdoor O&M instruction before. The objective of the lesson I observed was to work with Sara on crossing intersections. She said that it was her first time learning about crossing intersections using her cane.

The lesson started by a review of what Sara and the instructor worked on during previous lessons. The instructor discussed with Sara about truncated domes, and make her feel a sample, as she had one in her office. Then, they review the various types of intersection that Sara will encounter in the city when she will travelled independently. The instructor gave wooden sticks to Sara, and asked her to model the "+" and "T" intersections through questioning and discussion, as they previously talked about those two types of intersection. After, the instructor presented to Sara other types of intersection drawn on cardboard squares, and using a car toy that Sara chose, the instructor asked her to drove the car toy on these different cardboards. The other intersections that were discussed with Sara were "X", "Y", off-set intersections and round-about, using the modelling approach. The instructor said to Sara that she will have to look for these types of intersection during their future O&M lessons. Finally, before going outside, the instructor reviewed with Sara the various cane tips. The instructor presented her with the rolling tip, the marshmallow tip, the jumbo tip and the omni-sensory tip. For the lesson I observed, the student used a cane with an omni-sensory tip for the first time.

After the review and discussion part, that took place in the instructor's office, the lesson continued outside the building. The instructor asked Sara to lead us outside the building, to the sidewalk. This part was a review of the first lessons that Sara had earlier this same week. On the sidewalk, the instructor discussed with the student about good landmarks, and what would be a good landmark in that particular street.

After, Sara and the instructor travelled to the intersection next to the CBVI building. Once there, the instructor asked Sara, what is the type of intersection. This intersection was a "+" shaped intersection. The instructor asked the student if the intersection has truncated domes, but it does not have, except for one side, as this intersection is an older one. The instructor provided information to Sara for locating the ramp on the sidewalk, in the absence of truncated domes. Once Sara located the

ramp, the instructor made her positioned and aligned her body. Before crossing, the instructor asked the student to analyze the crossing to determine if it's a 2-way stop, a 4-way stop or light stop, by asking her questions. Then, the instructor taught Sara how to perform a visual check, by verifying each road of the intersection in a systematic counting pattern.

In the instructor's office, before going outside, the instructor reviewed clock faces with Sara, to make sure she knew both clockwise and counter-clockwise directions. First, Sara crossed around the intersection in the clockwise direction, then she crossed it again in the counter-clockwise direction. The student and the instructor discussed about the major points of danger related to the counter-clockwise crossing. After practicing crossing with input from the instructor, this one discussed with the student the importance of walking in-step rather than out-step. The instructor demonstrated this by placing a bag on the ground to simulate a hole on the sidewalk. To finish the lesson, Sara practiced crossing around the intersection independently, without receiving any input from the instructor.

At the end of the lesson, the instructor asked the student about her feeling and how she would grade her confidence in crossing intersections, as this was her first time. On a scale of 5, she put 5 for crossing with input from the instructor, and a 3 when she practiced crossing independently, without any input from the instructor.

During my observation of this O&M lesson, I learned many things. First, the difference and the importance of walking with the cane in-step rather than out-step. Now, I know the difference, and with the demonstration made by the instructor, it became easier to understand. Something else that I would never have thought of, but with the explanations from the instructor, it made more sense, is when she said to the student to avoid interacting with the drivers, as the student will not be able to see them if they waive at her. Also, the use of systematic counting patterns to verify each road of an intersection was interesting to see. Even though, we usually do it, we do it without noticing it, but seeing it taught remind me the importance of instruction. Finally, during the first part of the lesson, I liked the modelling of the various types of intersection. I think the modelling helps the student to have a better idea and understanding of what she could encounter when travelling independently.

Through this session, I observed the student using trailing techniques in the parking lot, just outside the CBVI building. As the instructor stated, parking lots can be a dangerous. Thus, she reminded the student to use trailing techniques to trail the wall with her cane until leaving the parking lot, and reaching the sidewalk. Also, during the observation, the instructor discussed with Sara about landmarks, and what makes a good landmark. The instructor gave the student some examples of elements in the street, and Sara had to tell if the elements were good landmarks or not. As we saw it in class, the instructor stated that the element had to be unique, permanent and easy to locate to make a good landmark.