

Environmental Concepts

Examples of ways to support **Environmental Concepts** (Fazzi, 2014):

- Use descriptive language for environmental features that are present in the learning environment.
 - E.g., "The wall of the school building is made of siding. It keeps the rain and snow out of the school."
 - E.g., "The retaining wall is made of brick. The retaining wall keeps the dirt in the garden."
- Use real objects.
 - E.g., learn about different types of brushes and when and why we use them, where do you store them when they aren't being used
 - E.g., put together a first aid kit, exploring and learning about the items that are needed in emergencies
 - E.g., learn about the different types of umbrellas and when and why they are used, where you store them, how they open and close, what they are made of
- Coordinate curricular units with the O&M specialist.
 - E.g., in a unit about autumn, the O&M specialist might be able to do an O&M lesson that includes going outside to collect leaves for your experience book.

Talk to your O&M specialist, Teacher for Students with Visual Impairments, Teacher for the Deaf and Hard of Hearing, and POPDB Teacher about strengthening body concepts.

Fazzi, D. L. (2014). Orientation and mobility. In C.B. Allman & S. Lewis (Eds.), *ECC essentials: Teaching the expanded core curriculum to students with visual impairments*, (pp. 248-323), AFB Press.