

Spatial Concepts

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

- Use descriptive language when talking about home, school, classroom, or field trip environments.
 - E.g., instead of handing the glue stick to your student, let them know it is on their right, near their hand.
 - E.g., if your student is in a wheelchair, let them know that they are waiting behind student A and in front of student B.
- Encourage your student to help out in the class environment.
 - E.g., your student might help a small group of peers make a bulletin board. Use terms during the activity such as bottom, top right corner, beside, between, top, next to, underneath, etc.
- Let your O&M specialist and Teacher for Students with Visual Impairments (TSVI) know about upcoming curricular units. They may be able to get supplemental hands-on materials or offer real life experiences to support the unit.

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.