

# Orientation & Mobility Assessment

Student	
Birthdate	
Dates of Evaluation	
Evaluated by	
School Name	
Grade	
Visual Diagnosis	
Most Recent Eye Exam	
Visual Acuity OD	
Visual Acuity OS	
Visual Field	
Additional Impairments	
Health Concerns	
Environments Observed	
Assessment Tools	<ul style="list-style-type: none"><li>• TAPS (3<sup>rd</sup> Edition)</li><li>• New Mexico School for the Blind &amp; Visually Impaired (NMSBVI) Orientation &amp; Mobility Inventory</li></ul>

## ***Interviews***

Student	
Parent	
Teacher	

## ***Ambulatory Devices & Modes of Travel***

Long Cane	
Human Guide	
Self-Protective	
Hand Trailing	
Vision	
AMD	
Walker	
Wheelchair	

## Posture & Gait

Foot Angle		Balance	
Toes Pointed out		Maintains balance in a static position	
Toes Pointed In		Maintains balance in a dynamic position	
Average		Maintains balance when transitioning between sitting/standing	
Arm Swing		Hips	
Average		Straight	
Medium Guard		Left hip higher	
High Guard		Right hip higher	
Foot Contact		Shoulders	
Heel Toe		Level	
Flat Foot		Left shoulder higher	
Toes		Right shoulder higher	
Stride		Head	
Long		Held at center	
Short		Tilted Left	
Average		Tilted Right	
Spine			
Straight			
Hunched			

## ***NMSBVI Orientation and Mobility Inventory Rating Scale***

0 = the student is not capable of demonstrating the skill

1 = the student doesn't yet demonstrate the skill but may or will learn the skill

2 = the student only demonstrates the skill with verbal and/or physical prompting

3 = the student sometimes demonstrates the skill without verbal and/or physical prompting

4 = the student demonstrates the skill and verbal and/or physical prompting are rarely needed

5 = the student demonstrates the skill consistently and without verbal and/or physical prompting

### ***Long Cane Techniques***

Skill	Rating	Comments
Demonstrate an awareness of different types of canes		
Recognize parts of the cane		
Demonstrate diagonal technique		
Demonstrate diagonal trailing technique		
Demonstrate two point touch technique		
Demonstrate trailing with two point touch technique		
Demonstrate touch and drag technique		
Demonstrate touch and slide technique		
Demonstrate shoreline technique		
Demonstrate three point touch technique		
Demonstrate constant contact technique		
Demonstrate three point check technique		
Ascend stairs (alternate or step by step)		
Descend stairs (alternate or step by step)		

Use cane responsibly		
Store and retrieve the cane as needed		
Hold or use the cane appropriately with human guide		
Clear with the cane before stepping		

## ***Human Guide***

Skill	Rating	Comments
Demonstrate basic human guide technique (e.g. proper arm, hand & body position, maintain grip, stop and go, changing surfaces, etc.)		
Negotiate up and down curbs with a guide		
Narrow passage technique with a guide		
Changing sides with a guide		
Changing directions with a guide		
Negotiate doors with a guide		
Ascending and descending stairs with a guide		
Escalator skills		
Hines break technique		

## ***Basic Skills***

Skill	Rating	Comments
Upper body self-protective techniques		
Lower body self-protective techniques		
Combine upper and lower body self-protective techniques		
Safe and effective hand trailing		

Combine hand trailing with self-protective techniques		
Use squaring off technique		
Use direction taking		
Locate dropped objects in a systematic manner		

## ***Visual Skills***

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Visually detect curbs/drop offs		
Visually detect obstacles in line of travel		
Visually detect hanging obstacles		
Visually detect ramps/blended curbs		
Visually detect and interpret traffic control signals		
Visually detect and interpret pedestrian signals		
Visually detect vehicles approaching intersection		
Complete street crossing without veering		
Scan and locate objectives		
Locate and read room numbers & signage		
Understand the purpose of the low vision device		
Maintain the device properly		
Hold monocular steady		
Focus monocular to bring object into focus		
Trace a line, contour or edge in order to conceptualize an object		
Scan with the device to demonstrate efficient visual search patterns		

Track with the device to follow moving objects or people		
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## ***Self-Propulsion & Attending Behaviors***

Skill	Rating	Comments
Intentionally move body by scooting		
Intentionally move body by rolling		
Intentionally move body by crawling		
Intentionally move body by cruising along furniture		
Intentionally move body by walking with support		
Walk without support		
Maintain hold of an object while walking (skill is necessary for future cane use)		
Turn toward a voice or noise		
Reach or move toward a noise stimulus		
Look at a shiny object or light for at least 3-5 seconds (Low vision)		
Reach or move toward an object or light (Low vision)		
Respond to a vibrating object		

## ***Orientation***

Skill	Rating	Comments
Identify opposite compass directions (N/S & E/W)		
Read and use a compass correctly		
Identify intermediate compass points (NE, SE, NW, SW)		
Identify compass directions in relation to self		

Use the sun to determine compass directions		
Identify the directional side of a street		
Identify the directional corner of an intersection		
Execute a route of travel using compass directions		
Use landmarks for orientation		
Use clues for orientation		
<i>Indoor Numbering Systems</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify that rooms in buildings have numbers		
Identify where indoor signage is found on/by a door		
Identify numbers generally get bigger/smaller heading in one direction		
Identify that evens sometimes found on one side of the hall		
Identify that initial digit can identify floor number of a room		
<i>Outdoor Numbering Systems</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify that houses/businesses have street addresses		
Identify where an address can be found on a house		
Identify where an address can be found on a business		
Identify that even number addresses are either on east/west side of streets and either north/south side of streets (depending on the town)		
<i>Street Systems</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify reference lines (dividers) for town/city		
Identify that block numbers generally run in the 100s		



Identify that block numbers decrease when going toward reference lines		
Identify that block numbers increase when going away from reference lines		
Use address to determine approximate number of blocks to reference line		
Identify methods for determining reference lines in various cities		
<i>GPS</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify purpose of GPS		
Use GPS device to determine compass direction		
Use GPS device to plot route to a desired POI		
Use GPS device to plot route by address		
Identify limitations of GPS devices		
<i>Maps</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify purpose of a map		
Scan map systematically to get overview		
Locate items from key on map		
Describe relationships between items on the map using compass directions		
Use simple map to complete route		
Create maps of a familiar space or route		
Demonstrate understanding of relationships between items on the map and what those items represent in the real world		
Select appropriate symbols when creating a map (e.g. selecting large symbol to represent the school gym and a small symbol to represent the girls bathroom)		

## On Campus Orientation & Mobility

Classroom		
Skill	Rating	Comments
Locate a seat		
Travel in a room without contacting objects or people (visual traveler)		
Safely locate pertinent areas/objects in the room		
Exit the classroom safely during an emergency situation		
School Building		
Skill	Rating	Comments
Detect stairs		
Ascend and descend stairs alone		
Locate opened/closed doors		
Open and close doors unassisted		
Locate desired destinations within the school		
Safely maneuver around others in the hall while changing classes		
School Cafeteria		
Skill	Rating	Comments
Locate entrance and exit		
Locate line and tray		
Go through cafeteria line		
Carry tray while using cane		
Locate seat at a table		
Locate trash and tray return		
Outdoor Campus		

Skill	Rating	Comments
Name streets in the school vicinity		
Stop at streets and driveways independently		
Locate outdoor areas of campus (e.g. playground, bus stop, track)		
Locate other buildings on campus		
Negotiate pedestrian traffic safely (e.g. during arrival & dismissal, at lunch, during recess)		

## ***Residential Orientation & Mobility***

Skill	Rating	Comments
Demonstrate the ability to define a residential area		
Locate and identify common environmental features of residential areas (e.g. cul-de-sac)		
Demonstrate knowledge of the concept of a city block		
Demonstrate knowledge of the concept of an intersection and its relationship to a city block		
Demonstrate knowledge of the concept of grid system		
Maintain a straight line of travel on a residential sidewalk without excessive veering		
Correct for veering on a residential sidewalk		
Cross driveways and correct for veering when it occurs		
Travel safely and reorient on irregular sidewalks		
Maneuver safely around obstacles in the travel path (e.g. trash cans, vehicles) and maintain line of travel		
Travel safely in areas without sidewalks or paths		
<i>Execute the following routes within a square block:</i>		
Skill	Rating	Comments

An “I” shape (a straight line from corner to corner)		
An “L” shape		
A “U” shape		
Around the block		
<i>Execute different shaped routes within a grid pattern neighborhood (more than one block)</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
An “I” route (a straight linear route of consecutive blocks)		
An “L” shaped route of consecutive blocks		
A “U” shaped route around a series of blocks		
A “Z” route (a zig-zag route consisting of a series of blocks)		
A rectangular route (using multiple blocks)		

## ***Residential Street Crossings***

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Locate down curb, ramped curb cut, or blended curb and stop a safe distance from the street		
Identify and locate a crosswalk		
Use traffic to align oneself in preparation for crossing		
Visually judge the distance and speed of moving vehicles (Low vision)		
Auditorily judge the distance and speed of moving vehicles		
Wait for assistance to cross the street (if applicable)		
Maintain line of direction at the corner		
Use indenting away from the parallel street (if applicable)		
Identify parallel (street on side) and perpendicular (cross street in front or behind student) streets		

Identify the number of lanes on the parallel street		
Identify the number of lanes on the perpendicular street		
Identify turning traffic patterns on the parallel street		
Identify turning traffic patterns on the perpendicular street		
Display cane in the “ready and waiting” diagonal position for visibility		
Wait on traffic when in question		
Use body language to communicate to drivers the desire to wait		
Cross in the absence of traffic		
Cross in the presence of traffic		
Safely navigate past and/or around an idling car		
Correct for veering when crossing		
Correct for veering after crossing		
Locate the desired direction after crossing		
<i>Identify traffic concepts in relation to self</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Recognize the presence and absence of traffic		
Identify parallel traffic		
Identify perpendicular traffic		
Identify when traffic is far or near		
Identify fast and slow traffic		
Identify traffic moving toward and away from self		
<i>Determine the type of intersection by visually and/or auditorily analyzing the traffic patterns/flow</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
+ intersection		

T intersection		
Y intersection		
Offset intersection		
Two way by two way traffic flow		
One way by two way traffic flow		
One way by one way traffic flow		
<i>Identify the type of traffic control at each intersection in a residential setting</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
2 way stop intersections		
3 way stop intersections		
4 way stop intersections		
Roundabout		
Uncontrolled intersections		

## ***Atypical Orientation & Mobility***

<i>Rural Travel</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify landmarks, clues, and hazards unique to rural areas		
Identify equipment/canes useful for rural travel (e.g. bundu basher, Dakota disc, cell phone, flashlight)		
Identify the distinct guideline and type of surface at the edge of a street or road (e.g. curb, shoulder, grass line, fence, gravel, dirt, blacktop, embankment)		
Follow the edge of a roadway with an intermittent curb or no curb		
Walk safely on the street edge facing oncoming traffic		

Walk safely (for short distances only) on the street edge traveling on rough surfaces		
Maintain a line of travel and relocate the shoreline after short breaks are encountered		
Use indenting away from the parallel street when lining up to cross a rural intersection		
Reestablish a line of travel after negotiating puddles, leaf piles or other obstacles		
Travel safely around parked vehicles, including farm equipment, using upper body protection as needed		
Demonstrate safe and efficient travel along a dirt footpath and in various depths of grass		
Use the shoreline and available traffic to project a line of travel		
Identify specific destinations in a rural area		
<i>Night travel</i>		
Use appropriate cane techniques for low light conditions (low vision)		
Wear appropriate clothing to be visible at dusk and at night		
Accommodate to a variety of lighting conditions (e.g. light to dark, dark to light, glare from headlights)		
Visually detect obstacles in path of travel (low vision)		
Detect intersecting sidewalks (low vision)		
Detect drop offs (low vision)		
Use shadows to gain information (low vision)		
Use a flashlight or other night vision device to enhance visual performance (low vision)		
Visually detect walk signals and traffic lights (low vision)		
Visually detect crosswalks (low vision)		
<i>Adverse Weather Conditions</i>		
Safely travel familiar routes in adverse weather		
Remain oriented to familiar routes in adverse weather		

Remain calm as weather conditions change		
Obtain and use assistance in adverse weather conditions as needed		
Interpret difficult travel situation and determine when to use alternative methods of travel (e.g. assistance, Uber)		
Recognize when auditory clues are masked or distorted (e.g. from wind, rain)		
Recognize when tactile clues are masked or distorted (e.g. from leaves, snow)		
Use line of direction, compass directions, and knowledge of street patterns for maintaining orientation when tactile landmarks are not available		
Wear appropriate clothing and gear for different weather conditions		
Gather information in advance concerning travel conditions		
Travel safely in unfamiliar areas in adverse weather		
Maintain balance on ice and snow		
Maintain stamina on ice and snow		
Identify and problem solve when tactile information is decreased through hands and feet in cold weather		
Respond to tactile information received through the hands and feet in cold weather		
Stay on the sidewalk while traveling in the snow		
Maintain a line of travel when sidewalk conditions change in snow		
Identify a curb in snow		
Cross the street safely in snow		
Maintain effective use of vision while traveling when the glare of the sun on the snow is present (low vision)		
Identify drop offs when there is a lack of contrast caused by the snow (low vision)		

## ***Commercial Orientation & Mobility***



Skill	Rating	Comments
Maintain a straight line of travel on wide congested sidewalks		
Solicit help in an appropriate manner		
Identify and negotiate gas stations/parking lots		
Travel safely past street hardware		
Locate specific destinations in a commercial area		
Identify street hardware and environmental components of commercial areas		
Safely use escalators		
Safely use elevators		
Safely use moving sidewalks		
Safely use revolving doors		
Recognize and safely cross railroad tracks		
Negotiate construction areas		

## ***Commercial Street Crossings***

Skill	Rating	Comments
Identify traffic signal controlled intersections		
Find an alternative when a crossing is too confusing or unsafe		
Identify parallel and perpendicular traffic surges		
Visually locate and interpret traffic lights (low vision)		
Visually locate and interpret pedestrian signal (low vision)		
Locate and understand use of crosswalk buttons		
Identify and use accessible pedestrian signals (APS)		

Identify turning cars		
Position body correctly at the corner for crossing		
Align with traffic		
Determine the correct time to cross		
Maintain a straight line of travel during crossing		
Remain oriented to the desired direction of travel after crossing		
Make multiple or double street crossings		
Safely cross an intersection with a permissive left turn		
Safely cross an intersection with a protected left turn		
Demonstrate use of scanning to locate traffic threats during crossing (low vision)		
Identify, T, Y, offset and other unusual intersections and make safe crossing decisions.		
Safely cross at a complex traffic signal controlled intersection (multi-lane, multi-cycle)		
Negotiate an intersection with a traffic control island or median strip		

## ***Community Experiences***

<i>Shopping in a Variety of Stores</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Identify characteristics and concepts that are associated with a variety of businesses in the community		
Obtain information about a business by using the telephone or internet		
Enter a store or business establishment		
Obtain information about the store using one's senses		
Use correct cane techniques within a store		

Negotiate pedestrians, displays, counters		
Locate store employee or another customer to aid in shopping		
Visually locate a specific department (low vision)		
Independently locate a desired item		
Independently locate the cash register and checkout line		
Use a money management system for paper currency		
Pay for items independently		
<i>Grocery Store</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Create list of desired items to purchase		
Call ahead to arrange for a personal shopper		
Determine which entrance to use and locate it		
Locate a cart		
Locate customer service		
Solicit assistance from customer service to get a personal shopper		
Identify names, labels, or packaging of items (low vision)		
Visually locate a specific item (low vision)		
Locate prices for items (low vision)		
Put items in shopping cart		
Locate cashier and checkout line		
Put items on the conveyor belt		
Pay for items		
Exit the store safely and appropriately		
<i>Shopping Malls</i>		

Skill	Rating	Comments
Gather information about the mall (e.g. whether there is bus access available, which doors to enter and exit, stores available, and layout)		
Locate and use a mall directory (low vision)		
Effectively solicit assistance		
Locate specific destinations		
<i>Banking or Postal Facilities</i>		
Skill	Rating	Comments
Phone or use the internet to get information about locations		
Locate the end of the line		
Go to the counter when called and complete a transaction		
Put a letter in the mailbox or make a deposit/ withdrawal		
<i>Restaurant</i>		
Skill	Rating	Comments
Demonstrate ability to perform necessary travel tasks (e.g. find line, order/pay, step to side to wait for food) in fast food restaurants		
Accommodate to dim lighting (low vision)		
Speak with hostess to request table		
Locate a table		
Locate and read a menu (low vision)		
Get assistance in reading the menu (if necessary)		
Locate objects on the table (e.g. salt, pepper, silverware)		
Eat without assistance		
Use proper table manners		
Locate or seek assistance to find the restroom		

Pay the bill		
Tip appropriately		
Locate the exit		
<i>When choosing a residence</i>		
Identify knowledgeable sources to assist in locating available residences (e.g. apartment locators, real estate brokers, internet)		
Identify desirable features that meet individual needs (e.g. accessibility, near bus routes, small complex, safety of neighborhood, travel to nearby shopping, price of rent)		
Identify features within the residence (laundry facilities, yard, electric stove, internet access, cable, exercise facilities)		

## ***Transportation***

<i>Vehicle familiarization</i>		
Skill	Rating	Comments
Explore a variety of types of vehicles (sedans, vans, SUVs, trucks, electric cars) and their parts including doors, seats, seatbelts, side mirrors, side windows, locking mechanisms, etc.		
Locate the passenger side and the driver side		
Locate the front seat and the back seat		
Lock and unlock the door unassisted		
Identify and locate the door when the car is approached at different angles (e.g. diagonally, parallel, and perpendicularly parked cars)		
Store the cane appropriately in a vehicle		
Put on and take of a seat belt		
<i>Bus travel</i>		
Skill	Rating	Comments

Access bus schedule information, costs, and payment options (printed schedule, internet, phone)		
Locate bus stops		
Read bus numbers (low vision)		
Wait for the bus in an appropriate manner and location (be visible to driver)		
Display cane while waiting		
Inquire if bus is going to correct destination		
Board and exit a bus safely		
Use the lift/ramp safely when using a wheelchair		
Pay or show ID to the bus driver		
Solicit assistance from the bus driver or other passengers		
Locate a seat		
Maintain orientation after disembarking		
Transfer to a second bus on a route		
Know an emergency procedure or have back up plans for unexpected situations		
<i>Paratransit</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Research types and features of paratransit systems available in the community (e.g. eligibility, cost)		
Obtain an application for a paratransit system		
Arrange for transportation pick up and drop off (time, location)		
Board and exit the paratransit vehicle		
Utilize a lift safely when using a wheelchair		
Pay or show ID to para transit driver		
Solicit assistance from the driver or other passengers if needed		
Locate a seat		

Maintain orientation after disembarking		
<i>Taxi, Uber, Lyft</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Research available taxi companies		
Arrange for taxicab pick-up and drop off (e.g. time, location, estimated fare)		
Wait for the taxi cab in the designated place		
Pay and tip the driver appropriately upon arrival at the destination		
Maintain orientation after reaching destination		
Solicit assistance from the driver for orientation at the destination		
Describe pros/cons of using Taxi vs. Uber/Lyft		
Request ride to desired destination using Uber/Lyft app		
Communicate with Uber/Lyft driver		
Locate Uber/Lyft vehicle		
<i>Rail Systems</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Access rail system route information, including costs and payment options		
Locate the entrance to a familiar rail station		
Locate the fare box, turnstile and information booth		
Locate the edge of the platform for orientation purposes		
Locate the appropriate waiting area		
Locate the door and enter the train car		
Locate a seat or standing area in a crowded train car		
Follow emergency procedures if necessary		
Maintain orientation after disembarking		

Exit the station and remain oriented		
Call in advance and request assistance if needed		
Obtain assistance when needed in unfamiliar stations		
Negotiate transfers within a variety of rail stations		
<i>Transportation systems between cities (air, train, bus, ferry)</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Obtain travel information by phone internet or from travel agents (e.g. schedules, cost, baggage, limitations)		
Identify current security procedures and pack accordingly		
Obtain ticket		
Travel to the station or airport		
Check baggage and obtain seat assignment		
Locate airport security		
Obtain assistance to gate or boarding area		
Board the plane, train, bus or ferry		
Locate a seat		
Exit safely		
Make arranges for further transportation upon arrival		
Demonstrate skills and procedures for traveling when no public transportation is available		

## ***Receptive & Expressive Language***

<i>Receptive language</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>



Follow one step O&M commands (e.g. stand up, sit down, stop, walk forward, turn around, turn)		
Follow two step related commands (e.g. “locate the chair and sit down”)		
Follow two step unrelated commands (e.g. “pass the water fountain and stop at the first door”)		
Follow conditional commands (e.g. “if you hear a car, stop”)		
<i>Expressive language</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Ask “yes” and “no” questions		
Offer choices		
Ask who, what, when, where questions		
Ask why and how questions		
Ask questions that require judgment		

## ***Attitude & Behavior***

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Exhibit knowledge and acceptance of one’s visual impairment		
Cooperate with the O&M specialist		
Recognize need for O&M instruction		
Rely on self for travel needs		
Exhibit confidence during travel		
Exhibit appropriate grooming and hygiene		
Use appropriate ways of greeting and interacting with others		
Differentiate between public and private behaviors		
Differentiate between familiar people and strangers		

Respect other people's personal space		
Exhibit appropriate manners including courteous language and volume control		
Be mindful of others within close proximity and adjust travel speed as necessary		

## ***Auditory Abilities***

Skill	Rating	Comments
Attend to environmental sounds		
Attend to speech		
Localize a stationary sound		
Track a moving sound		
Identify and label environmental sounds		
Use sounds to orient to the environment		
Apply spatial concepts to sound localization (e.g. traffic is behind me)		
Use object perception to determine the presence of obstacles (e.g. walls, people)		
Recognize sound shadows		
Recognize baffles		
React appropriately to warning signals or sounds in the environment (e.g. sirens, trucks backing up, vehicles honking)		
Identify vehicles by sound (e.g. busses, trucks, motorcycles, bicycles)		

## ***Spatial Awareness***

Skill	Rating	Comments
Identify the front, back, left, and right side of a room in relation to the door		

Identify the directional corners of a room (i.e. front right, front left, back right, back left)		
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## ***Laterality & Directionality***

Skill	Rating	Comments
Demonstrate a functional awareness of sides (reaches to the left or right to locate an object)		
Consistently use left and/or right sides within a functional activity (e.g. using an eating utensil, opening a door)		
Consistently turn the correct way when traveling a familiar route		
Demonstrate right and left upon request		
Demonstrate laterality in relation to objects (e.g. put the wall on your left)		
Demonstrate the ability to follow increasingly complex sequences of directions using laterality		
Demonstrate left and right awareness when facing another person		
Demonstrate directionality in relation to objects (e.g. the sink is to the left of the refrigerator)		

## ***Turns***

Skill	Rating	Comments
Make a 90 degree turn upon request		
Make a 180 degree turn upon request		
Make a 360 degree turn upon request		
Initiate turns as needed in independent travel		

## ***Time/Distance Concepts & Ordinal Sequencing***

Skill	Rating	Comments
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Identify time distance awareness in the school setting (e.g. travel the longest route to your classroom)		
Demonstrate an awareness of the amount of time needed to cross a residential street		
Demonstrate an awareness of the amount of time needed to cross a commercial area street		
Demonstrate an awareness of the amount of time it takes to walk a block		
Demonstrate the ability to use ordinal sequencing (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ) to locate objects or destinations.		

## ***Body Image***

<i>Identify facial parts (through touch, imitation, or functional use)</i>		
Skill	Rating	Comments
Nose		
Mouth		
Chin		
Eyes		
Cheeks		
Ears		
Forehead		
<i>Identify body parts (through touch, imitation, or functional use)</i>		
Skill	Rating	Comments
Hair		
Head		
Trunk/ Torso		
Chest		
Back		

Neck		
Shoulder		
Arm		
Forearm		
Upper Arm		
Wrist		
Elbow		
Hand		
Back of Hand		
Palm of Hand		
Thumb		
Finger		
Stomach		
Waist		
Hip		
Leg		
Thigh		
Knee		
Calf		
Ankle		
Foot		
Toe		
Heel		
Shin		

Buttocks		
Fingernails		
Toenails		
Knuckles		
<i>Demonstrate spatial awareness and movement of head, limbs, and trunk through imitation, or functional use</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Straighten arm		
Bend arm at the elbow		
Lift arm high in the air		
Put arm out in front		
Put arm out to the side		
Put arm in back (or behind)		
Straighten leg, in front		
Bend leg at the knee		
Point and flex feet		
Cross midline		
Place palms up or down		
<i>Demonstrate movement of the whole body from a standing position through imitation or functional use</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Bend body forward		
Bend body backward		
Bend body to the side		
Squat down, bending at knees		
Stand up on tiptoes		

Jump		
Move to the side by stepping sideways		
<i>Identify body planes (through touch, imitation, or functional use)</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Front of body		
Back of body		
Top of head		
Side of body		
Bottom of feet		
Place objects in relation to body planes		
Front of body		
Back of body		
Top of head		
Side of body		
Under foot		

## ***Quantitative & Directional/Positional***

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Big/Little		
Short/long		
Narrow/wide		
Deep/shallow		
Tall/short		
Inch		

Foot		
Yard		
Mile		
Centimeter		
Meter		
Kilometer		
Up/down		
In/out		
Top/bottom		
In front/in back/behind		
Over/under		
Near/far		
High/low		
Beginning/end		
Next to (beside)		
Between		
Center (middle)/corner/side		
Straight/crooked		
Through/around		
Open/closed		
Forward/backward		
Toward/away		
Parallel/perpendicular		
Diagonal		



## Colors & Shapes

Demonstrate the ability to identify the following colors and shapes by naming, pointing to, or matching:					
Skill	Rating	Comments	Skill	Rating	Comments
Red			Triangle		
Orange			Rectangle		
Blue			Oval		
Black			Diamond		
Yellow			Pentagon		
White			Hexagon		
Green			Octagon		
Purple			Cube		
Brown			Sphere		
Silver			Cylinder		
Gold			Pyramid		
Pink			Cone		
Circle			Rectangular prism		
Square					

## Use of a Wheelchair for Orientation & Mobility

Skill	Rating	Comments
Safely transfer into and out of a wheelchair (e.g. setting brakes, lifting or swinging away footrests, releasing the seatbelt, planning a transfer and positioning the wheelchair to make a transfer, fastening the seatbelt, noticing safety hazards such as slippery floors)		
Set breaks		

Release breaks		
Utilize unique chair features including tilts and postural controls		
Propel the chair forward to reach a destination		
Maneuver the chair backward for turns or go through doors, elevators or transportation lifts		
Execute right and left turns safely		
Recognize and adjust for veering		
Determine stopping distance and safe rate of speed		
Maintain a line of travel using a guideline (wall, rail, furniture, visual markings) indoors		
Maintain a line of travel using a guideline (wall, rail, furniture, visual markings) outdoors		
Travel safely over irregularities in surfaces (e.g. thresholds, speed bumps, broken sidewalks)		
Travel safely over various outdoor surfaces (e.g. pavement, grass, gravel)		
Stay on the sidewalk, traveling in a straight line		
Open and close doors		
Stop or slow the movement of the chair on indoor level surfaces		
Stop or slow the movement of the chair when traveling down an access ramp		
Stop or slow the movement of the chair as needed when traveling up and access ramp		
Stop or slow the movement of the chair when approaching another person as needed		
Stop or slow the movement of the chair when approaching ramped curb cuts or blended curbs		
Make 90 degree turns clearing walls and doors		
Make 180 degree turns clearing walls and doors		
Make 360 degree turns clearing walls and doors		
Detect and negotiate obstacles along the travel path		
Visually detect overhanging objects (low vision)		

Carry objects		
Detect drop offs and determine drop off height/ depth		
Travel along a curved shoreline		
Negotiate elevators		
<i>Power Chairs</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Turn a power chair on and off		
Adjust specific positioning features of a power chair		
Operate break/motor engagement lever on power chair		
Give directions for disengaging the drive mechanism (to make it manual)		
Operate joystick/head control/throttle control lever		
Apply procedure for emergency braking (kill switch or remove hand from joystick)		
Adjust power chair speed/mode appropriately, based on environment		
Store and maintain power wheelchair		
Connect/disconnect battery charger, plug charger into the wall, turn on charger		
<i>Scooters</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Adjust tiller on the scooter to fit the driver		
Steer the scooter while pressing the forward and reverse direction accelerator		
Insert the key and turn the scooter on/off		
Adjust seat position/rotate seat appropriately for transfers and for driving		
Operate or give directions for engaging/disengaging the drive mechanism		
Properly monitor and maintain battery charge status		

Assemble/disassemble the scooter		
<i>Self-Advocacy</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Ask for assistance when needed		
Refuse help when not needed		
Alert other persons who are VI of the presence of the wheelchair		
Instruct the assistant in transfers		
Identify accessible public transportation options		
<i>Guide Technique</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Correct wheelchair position without letting go		
Respond to stop and go cues		
Respond to the guide's movement for turning		
Adjust to the guides speed of travel		
Demonstrate the ability to act as a guide for another person with a visual impairment		
<i>Navigate tight spaces</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Forward		
Reverse		
Stop quickly		
Turn left forward		
Turn right forward		
Turn right backward		
Turn left backward		

Figure 8 forward		
Figure 8 backward		
<i>Long cane techniques with a wheelchair</i>		
<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Store the cane		
Diagonal		
Verification		
Constant Contact		
Reposition cane to travel closer to walls, doors, furniture		
Shoreline		
Touch and drag		
Three point touch		
Three point check		
Clearing with the cane		
Waiting position with the cane in preparation for street crossing		
Flagging upon initiation of crossing		
Touch technique		

## ***Use of a Walker for Orientation & Mobility***

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Make safe transitions from the floor to the walker		
Make safe transitions from a chair to the walker		
Walk forward with the walker to reach a destination		
Make turns in the walker		

Negotiate obstacles without compromising balance		
Control speed of movement when moving up or down an access ramp, ramped curb cut or blended curb		
Maintain balance when going up or down a curb		
Reach forward or sideways to obtain an object slightly out of reach, maintaining safe, upright position with stable balance		
Negotiate push doors		
Negotiate pull doors		
Perform general maintenance of a walker		
Ask for assistance when needed		
Refuse assistance when not needed		
Alert other persons who are visually impaired of the presence of the walker		
Instruct assistant transfers		
Identify accessible public transportation options		
Travel over irregularities in indoor surfaces (e.g. thresholds)		
Maintain a line of travel using objects in the environment (e.g. walls, rails, furniture)		
Use closes, landmarks and echolocation		
Use hand trailing		
Travel safely over various outdoor surfaces		
Stay on the sidewalk traveling in a straight line		
Reposition the walker on the sidewalk after veering		
Use access ramps, ramped curb cuts, and blended curbs		
Negotiate curbs safely when going up or down		
Stop a safe distance from the street		
Locate the crosswalk		

Locate the ramped curb cut on the opposite side		
Determine if the length of the pedestrian cycle to ensure that it is long enough for a safe crossing (if it is not long enough determine alternate route)		
Determine traffic pattern		
Determine the surface conditions of the ramped curb cut		

## ***Use of Crutches for Orientation & Mobility***

Skill	Rating	Comments
Make safe transitions from the floor or a chair to a standing position		
Walk forward to reach destination		
Make turns		
Negotiate turns without losing balance		
Reach forward or sideways to obtain or place an object slightly out of reach, while maintaining balance		
Follow the steps for ordering parts and performing general maintenance of crutches		
Maintain verbal, auditory and/or visual contact with the assistant		
Request assistance appropriately		
Instruct the assistant regarding the level and type of assistance needed		
Travel over irregularities in indoor surfaces (e.g. thresholds, carpeting, tiles)		
Scan visually with one crutch for obstacles on the floor that might interfere with crutch placement		
Maintain a line of travel indoors		
Negotiate pull doors		
Negotiate push doors		
Negotiate stairs		

Travel safely over various outdoor surfaces (e.g. pavement, grass, gravel)		
Stay on a sidewalk traveling in a straight line		
Use access ramps and ramped curb cuts		
Negotiate curbs safely when going up or down		

## ***Use of One Handed Support Device for Orientation & Mobility***

Skill	Rating	Comments
Make safe transitions from the floor or a chair to a standing position		
Walk forward to reach destination		
Make turns		
Negotiate turns without losing balance		
Reach forward or sideways to obtain or place an object slightly out of reach, while maintaining a safe, upright position with stable balance		
Make safe transitions from the floor or a chair to a standing position		
Follow the steps for ordering parts and performing general maintenance of one handed support devices		
Maintain contact with a human guide using correct grasp and body positioning		
Request assistance appropriately		
Instruct the assistant regarding the level and type of assistance needed		
Travel over irregularities in indoor surfaces (e.g. thresholds, carpeting, tiles)		
Maintain a line of travel indoors		
Negotiate pull doors		
Negotiate push doors		
Negotiate stairs		



Travel safely over various outdoor surfaces (e.g. pavement, grass, gravel)		
Stay on a sidewalk traveling in a straight line		
Use access ramps and ramped curb cuts		
Negotiate curbs safely when going up or down		

## ***Summary of Assessment***