**Orientation and Mobility Assessment**

***Student:***

***Date of Birth:***

***Date(s) of Evaluation:***

***O&M Specialist:*** COMS NAME, COMS

Metrolina Association for the Blind

704 Louise Ave.

Charlotte, NC 28204

COMS EMAIL ADDRESS

COMS PHONE NUMBER

***Background Information***

(Describe student, grade, school, visual diagnosis, technology used, services being received, etc.)

The goal of this assessment is to determine if (student name) will benefit from Orientation and Mobility instruction, and if so, provide recommendations for future goals and service frequency. This assessment was conducted using relevant sections of the *TAPS (Teaching Age-Appropriate Purposeful Skills) O&M Assessment, 3rd ed.*, published by the Texas School for the Blind and Visually Impaired, (list other documents used ex: student’s eye report, psychological report, etc.)

***Interviews***

(Summarize any interviews with teachers, school staff, parents, etc.)

***Observations***

(List locations for all observations, time of day observations occurred, lighting conditions, weather conditions, devices used by student, etc.)

***Auditory Abilities, Receptive & Expressive Language***

***Posture & Gait***

***Body Image***

***Laterality, Turns, & Directionality***

***Quantitative & Directional/Positional***

***Time-Distance Concepts & Ordinal Sequencing***

***Basic Skills***

***Landmarks, Clues, and Cardinal Directions***

***Spatial Awareness***

***Attitude and Behavior***

***Adaptive Mobility Devices***

***Cane Techniques & Self Protective Techniques***

***Distance Low Vision Devices***

***Street Crossings***

***Functional Mobility Tasks***

***Recommendations***

(Examples of recommendations to be given below)

* (Student Name) should receive Orientation and Mobility (O&M) to improve her safety during travel and orientation skills.
  + North Carolina Public Schools endorse the Michigan Severity Scale for determining service frequency of O&M training. Based on her Michigan Severity Scale rating, which is (number from completed severity rating), (Student Name) should receive (recommended service frequency from MI Severity Scale. Ex: “1-2 O&M sessions per week lasting 30-45 minutes each”)
* (Student Name) O&M training should include instruction in basic long cane techniques to provide protection from low contrast/unexpected changes in elevation and obstacles in the lower portion of her visual field where she is not currently scanning. It is likely that she will not require a cane in all environments, especially those that are familiar and controlled; however, an introduction to the long cane will increase her safety during travel, provide a tool for exploration in unfamiliar spaces, and improve (Student Name)’s confidence in negotiating crowded areas.
* Work with (Student Name) on scanning patterns to make effective use of her vision. She should learn to scan systematically in all areas of the visual field to locate targets of various sizes, shapes, and colors.
* (Student Name) should receive off campus training to teach compensatory skills and travel techniques that cannot be taught on the school campus. Such skills and techniques include street crossing skills, cane techniques for residential and commercial environments, and orientation skills.
* Teach (Student Name) self-protective techniques. The long cane provides adequate protection from obstacles and changes in elevation below waist level; therefore, self-protective techniques should be taught to account for head level obstacles, such as low hanging tree branches or open cupboards. In addition, self-protective techniques can prevent (Student Name) from hitting her head on obstacles outside of her visual field when bending over and also provide safety in familiar environments when she is not using her long cane.
* (Student Name), her family, and school staff should be taught human guide technique. (Student Name) should learn to identify environments where having a guide is beneficial (parking lots, crowded areas, etc.).
* As (Student Name) adjusts to her visual impairment, she should develop a greater awareness of environmental sounds and their use for orientation. Bring (Student Name)’s attention to sounds in the environment and build her ability to identify sounds, their source, and direction. This includes tracking moving sounds such as vehicles and people.
* Increase (Student Name)’s use of landmarks and clues for orientation. Practice identifying landmarks and clues in new environments and have her point out established landmarks and clues in familiar environments for repetition.
* The COMS should work with (Student Name) and her peer assistant to refine their cafeteria routines to increase (Student Name)’s independence in this setting, improve efficiency and safety for all students.
* Teach (Student Name) age appropriate mapping concepts (e.g. maps are a bird’s eye view, symbols represent real objects, and the location of symbols on a map represents the location of these objects in the mapped space). Allow her to construct maps of familiar spaces, such as her classroom or bedroom. Being able to create and use a map for travel can help improve her mental mapping, spatial awareness, and orientation abilities.