



Michigan Department of Education – Low Incidence Outreach Orientation and Mobility Goal Bank and Assessment

Table of Contents

Preface	01
Introduction	01
Instructions	01
Skill Level Key	01
Acknowledgments	01
Concept Development	02
Posture and Gait	03
Communication Skills For Travel	04
Guided Travel Techniques	05
Protective Techniques	06
Low Vision	07
Enter and Exit a Car Safely	08
Basic Cane Knowledge	09
Diagonal Cane Technique	10
Constant Contact Cane Technique	11
Two Point Touch Cane Technique	12
Indoor Travel Skills	13
Outdoor Cane Techniques	14
Environmental Concepts Level 1	15
Environmental Concepts Level 2	18
Basic Residential Travel Skills	20
Street Concepts	22
Street Crossings	24
Crossing At Traffic Lights	25
Orientation Skills Level 1	27
Orientation Skills Level 2	28

Mapping Skills	29
Numbering System: Inside	30
Numbering System: Outside	31
Commercial Travel Concepts	32
Commercial Travel Skills	34
Community Experiences	35
Public Transportation	36
Follows Procedure for Bus, Train, Subway Travel	36
Follows Procedure for Accessing Taxicabs/Paid Transportation	37
Follows Procedure for Accessing Paratransit or Rural Transportation	38
Alternative Travel Aids	39
Skills of Daily Living as Relates to Travel Skills	40

Preface

Introduction

This document provides appropriate Orientation and Mobility (O&M) goals for use in a student’s individualized education program (IEP). It includes tables for tracking progress on each goal.

Instructions

The Orientation and Mobility Goal Bank Assessment can be used to determine appropriate O&M goals based on the needs of the individual student. Use the level key to determine student’s current skill level. The code provides five possibilities for scoring: emerging; competence; generalized; skill has not yet been introduced, and not appropriate to the abilities, needs or level of the student.

Skill Level Key

Code	Skill Level
E	Emerging: The student can do the task only within a familiar routine when there is no novelty and needs a considerable amount of prompting to perform.
C	Competence: The student performs the task consistently in at least one setting or inconsistently in several settings.
G	Generalized: The student performs the task in many settings over a period of time.
N	Skill has not yet been introduced.
NA	Not appropriate to the abilities, needs, or level of the student.

Acknowledgments

The Orientation and Mobility Goal Bank Assessment is a collaborative project of the Michigan Department of Education - Low Incidence Outreach Orientation and Mobility Task Force.

Student Name:	Birth Date:
School:	Grade:

Concept Development

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies major body parts (head, chest, back, arms, legs, etc.)										
Identifies minor body parts (nose, ears, fingers, toes, knees)										
Identifies body planes (front, back, top, bottom, sides)										
Demonstrates body positioning (knees bent, arm straightened, neck turned)										
Demonstrates spatial and positional concepts (next to, between, on top of, under)										
Demonstrates comparative sizes (big, little, long, short, narrow, wide)										
Demonstrates understanding of laterality (left, right)										
Identifies shapes of items in the environment										
Identifies colors of items in the environment										
Identifies sounds in familiar and outdoor environments										
Identifies smells in a variety of environments										
Independently moves toward and locates a sound source										
Demonstrates understanding of time concepts (day of week, month of year, seasons, times of day, time schedules)										

Student Name:	Birth Date:
School:	Grade:

Posture and Gait

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Maintains head in an upright position when walking										
Maintains shoulders and arms in a relaxed position when walking										
Walks with a rhythmic, coordinated movement										
Maintains body in erect posture										
Positions toes in direction of travel when walking										
Maintains adequate speed when walking with a group, independently, or using human guide										
Makes accurate turns (180, 360, 90, 45 degrees)										

Student Name:	Birth Date:
School:	Grade:

Communication Skills For Travel

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Follows 1-step directions for routes in a familiar environment										
Follows 2-to-3-step directions for routes in a familiar environment										
Follows 2-step directions for routes in an unfamiliar, but similar environment										
Follows complex directions for routes in unfamiliar environments										
Requests travel information via phone, another device, or in person										
Able to give adequate information to driver of car to locate destination										
Verbalizes and/or writes step by step route information										

Student Name:	Birth Date:
School:	Grade:

Guided Travel Techniques

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Locates guide after a verbal or tactual cue is given										
Assumes a correct grip position on guide's arm										
Maintains contact in all situations such as turning, stopping, change in pace, etc.										
Refrains from pulling or pushing excessively on the guide										
Ascends/descends stairs										
Maintains control of cane while walking with a guide/avoids interference with guide										
Negotiates closed doors										
Negotiates narrow spaces										
Transfers sides										
Adapts to different guides										
Can explain technique to others										
Accepts or refuses unsolicited aid appropriately										
Sits down safely and independently in a variety of situations										
Positions cane appropriately when using a guide										

Student Name:	Birth Date:
School:	Grade:

Protective Techniques

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Demonstrates hand trailing technique										
Demonstrates parallel alignment										
Demonstrates squaring off and direction taking										
Demonstrates upper hand and forearm technique										
Demonstrates lower hand and forearm technique										
Locates dropped objects in a systematic manner										
Demonstrates the ability to self-familiarize to a room										

Student Name:	Birth Date:
School:	Grade:

Low Vision

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Uses and maintains low vision devices (i.e., monocular, hand-held magnifier)										
Visually identifies landmarks, clues, etc.										
Visually identifies drop offs										
Demonstrates efficient scanning, tracking, spotting procedures										
Visually identifies pedestrian crossing signal										
Determines appropriate time / setting for low vision device use										
Initiates use of low vision device(s) independently										

Student Name:	Birth Date:
School:	Grade:

Enter and Exit a Car Safely

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Determines direction car is facing										
Locates door handle										
Demonstrates appropriate cane storage when in vehicle										
Enters and exits car safely and independently										
Able to locate curb when exiting vehicle (both parallel and perpendicular)										

Student Name:	Birth Date:
School:	Grade:

Basic Cane Knowledge

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Demonstrates use of an Adaptive Mobility Device										
Identifies various parts and purposes of cane										
Demonstrates an awareness of different types of canes and cane tips										
Demonstrates proper placement of cane when not in use										
Identifies preferred cane type, length, and cost										

Student Name:	Birth Date:
School:	Grade:

Diagonal Cane Technique

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Assumes correct hand, arm, and grip with tip in correct position										
Changes hands using diagonal technique										
Negotiates objects using cane										
Negotiates closed doors										
Negotiates open doorways										
Trails using diagonal cane technique										
Negotiates intersecting hallways										
Ascends/descends stairs										
Examines objects with cane										

Student Name:	Birth Date:
School:	Grade:

Constant Contact Cane Technique

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Assumes correct grip										
Assumes correct arm/hand position										
Uses correct wrist action										
Maintains correct width and height of arc of cane tip										
Maintains correct in-step rhythm										
Trails/shorelines using a cane										
Changes from diagonal technique to constant contact technique										

Student Name:	Birth Date:
School:	Grade:

Two-Point Touch Cane Technique

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Assumes correct grip										
Uses correct wrist action										
Maintains correct in-step rhythm										
Changes from diagonal technique to two-point touch technique										
Assumes correct arm/hand position										
Maintains correct width and height of arc of cane tip										
Trails/shorelines using touch technique										

Student Name:	Birth Date:
School:	Grade:

Indoor Travel Skills

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Travels independently in a classroom setting (i.e., own desk/ table, instructional areas)										
Travels independently to other rooms within the school building (i.e., bathroom, gym, library, other classrooms, office, cafeteria)										
Demonstrates responsible behavior while walking independently within the school building										
Travels independently on the campus grounds (i.e., bus stops, parking lot, playground)										
Demonstrates indoor trailing skills										
Moves up/down steps and/or stairs with sufficient balance to be safe from falling										
Operates various types of door handles										
Verbalizes emergency procedures										
Locates alternative exits for emergency situations										
Safely uses escalators when traveling										
Safely uses revolving doors when traveling										
Safely uses an elevator when traveling										

Student Name:	Birth Date:
School:	Grade:

Outdoor Cane Techniques

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Refines touch and/or constant contact technique										
Uses shorelining technique										
Uses sidewalk recovery technique										
Uses touch-and-slide technique										
Uses touch-and-drag technique										
Uses three-point check technique										
Uses cane appropriately in congested areas										

Student Name:	Birth Date:
School:	Grade:

Environmental Concepts Level 1

Identifies Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Street										
Corner at a street										
Parkway, tree lawn, easement										
Lawn										
Concept of "angle" or "angular"										
Shrub										
Hedge										
Landscaping										
Telephone pole										
Fire hydrant										
USPS mailbox										
Variety of fences										
Manhole cover										
Block										

Identifies Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
House										
Broken sidewalk										
Level sidewalk or street										
Rounded curb										
Blended curb										
Alley										
Driveway										
Sidewalk										
Expansion crack										
Opposite sidewalk										
Camber of the street										
Shoreline										
Storm sewer										
Gutter										
Guy wire										
Stop sign										
Yield sign										

Identifies Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Speed limit sign										
Circular drive										
Curb cut										
Square curb										
Path										
Step curb										
Crosswalk										
Decline										
Lateral tilt / slope										
Incline										
Caddy-corner (or "kitty-corner")										
Overhead										
Walking with or against traffic										
Explains the relationship of sidewalk to street										
Identifies types of clothing needed for different weather conditions										

Student Name:	Birth Date:
School:	Grade:

Environmental Concepts Level 2

Explain The Concept:	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Directionality of streets (north-south or east-west)										
Four-way stop intersection										
Left/right turn of vehicles										
Traffic flow										
Through streets										
Variety of traffic patterns										
Speed of vehicles										
Two-way stop intersection										
Opposite direction										
Approaching intersection										
Offset intersection										
Distances (block, mile, etc.)										
Time / distance concepts										
Perpendicular										

Explain The Concept:	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Right of way										
Detour										
Parallel										
Width of street										
Effects of weather conditions (snow, rain) on sounds										
Warning signals or sounds in the environment (i.e., sirens, back-up signals, vehicles honking, etc.)										
Various aspects of construction zones										

Student Name:	Birth Date:
School:	Grade:

Basic Residential Travel Skills

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Dresses appropriately for the weather										
Maintains a straight line of travel on a sidewalk without excessive veering										
Corrects for veering into a driveway										
Reacts appropriately to warning signals or sounds in the environment (i.e., sirens, back-up signals, vehicles honking, etc.)										
Travels safely in areas without curbs or sidewalks										
Corrects for veering on a sidewalk										
Detects a curb, drop-off, or blended curb at the corner										
Uses traffic for orientation purposes										
Maneuvers safely around obstacles in the travel path										
Travels safely in areas without curbs or sidewalks										
Safely navigates around an idling car										
Safely navigates around a non-idling car or other object in the travel path										
Identifies locations of streets in relation to self while traveling										

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Plans and executes a straight line route and reverses it										
Dresses appropriately for the weather										
Demonstrates an understanding of print and braille references to route shapes (L, U, Z)										
Plans and executes an L-shaped route and reverses it										
Plans and executes a U-shaped route and reverses it										
Plans and executes a Z-shaped route and reverses it										
Plans and executes a route around a complete square block										
Recognizes block length differences										
Recalls number of blocks traveled and turns in a route										
Develops the concept of an intersection and its relationship to a city block										

Student Name:	Birth Date:
School:	Grade:

Street Concepts

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies approaching traffic										
Identifies or describes a crosswalk										
Identifies the camber of a street										
Explains the concept of "right of way"										
Identifies or describes a yield sign										
Identifies or describes a stop sign										
Identifies traffic making a left/right turn										
Explains the differences in speed of traffic										
Identifies a through street										
Explains speed limit rules for residential, business, highway, etc.										
Explains the concept of intersection streets										
Identifies a two-way stop intersection										
Identifies a four-way stop intersection										
Identifies an offset intersection										

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Describes traffic patterns at intersections										
Identifies street directionality (north-south or east-west)										
Plans a detour route										
Identifies a one-way street										
Explains the rule of “vehicles keep to right” on two-way streets										
Identifies the direction of traffic flow										
Identifies or explains street divider lines (solid-broken)										
Explains distances such as block, half-block, mile										
Identifies the directionality of each street in order to determine one-way and two-way streets										
Estimates distances based on traffic information										
Identifies traffic intensity (i.e., heavy, moderate, light)										
Understands and describes intersection geometry (e.g., +, Y, T, offset, slip lanes, roundabouts, five- or six-way intersection)										

Student Name:	Birth Date:
School:	Grade:

Street Crossings

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Recognizes street and curb drop-offs										
Differentiates between cars slowing, accelerating, and idling										
Aligns self in relation to traffic using appropriate input (sounds / movement)										
Identifies type of traffic control (stop sign, uncontrolled)										
Chooses appropriate time to cross at a stop sign controlled intersection (lull / parallel traffic)										
Identifies the geometry of intersection while traveling										
Demonstrates the ability to negotiate intersections of differing geometric shapes including roundabouts / traffic circles										
Understands the concept of indenting and applies where appropriate										
Negotiates traffic control islands										
Makes an accurate assessment of risks when crossing a variety of uncontrolled streets										
Lists alternatives to crossing										
Determines appropriate time for crossing at locations without traffic control										

Student Name:	Birth Date:
School:	Grade:

Crossing At Traffic Lights

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies traffic intensity (i.e., heavy, moderate, light)										
Identifies amount and speed of traffic										
Identifies the various phases of light cycles at multiple intersections										
Determines type of control at intersection (e.g., lighted, turn arrows, actuated, multi-cycle)										
Understands the use of and utilizes crosswalk buttons										
Utilizes audible pedestrian signals										
Initiates crossing with closest parallel surge of traffic										
Crosses at a simple four-way intersection with no turn arrows										
Crosses at an intersection with an actuated signal										
Utilize visual pedestrian crossing signals										
Crosses a street with a traffic island										
Crosses at one-way streets										

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Crosses at an intersection with right turn on red										
Crosses at an intersection with a with a green right-turn arrow										
Crosses at an intersection with left-turn arrows										
Demonstrates ability to cross at a variety of unfamiliar intersections										
Recognizes when the risk is unacceptable and chooses not to cross at a specific intersection										
Recognizes when a crossing is too confusing or unsafe										
Applies alternatives to crossing										

Student Name:	Birth Date:
School:	Grade:

Orientation Skills Level 1

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Recognizes and utilizes landmarks and clues										
Utilizes self-familiarization techniques										
Aligns with parallel and perpendicular surfaces in the environment										
Uses traffic characteristics for orientation										
Identifies physical characteristics, general clues, and landmarks in the neighborhood										
Identifies relationship of objects or sounds to self in room										
Identifies relationship of objects or sounds to self while traveling indoor route										

Student Name:	Birth Date:
School:	Grade:

Orientation Skills Level 2

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies opposite directions of north/south, east/west										
Reads and uses a compass correctly										
Identifies relationships after changes in body position (180, 360, 90, 45 degrees)										
Identifies relationship of objects or sounds to self in building										
Identifies relationship of objects or sounds to self while traveling outdoor route										
Identifies the directional side of a street										
Identifies the directional corners of an intersection										
Uses the sun to determine cardinal directions										
Identifies the direction of the flow of traffic										
Demonstrates ability to use multiple clues for orientation										
Travels in construction areas										

Student Name:	Birth Date:
School:	Grade:

Mapping Skills

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Describes the parts and purpose of a map (i.e., key, compass rose, scale)										
Identifies own specific location on a tactile or print map										
Creates personal tactile or print map of a familiar environment										
Identifies compass directions on a map										
Utilizes a map to plan a route										
Demonstrates use of internet mapping										

Student Name:	Birth Date:
School:	Grade:

Numbering System: Inside

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Describes the purpose of a numbering system										
Demonstrates an understanding of the progression of numbers in a numbering system (i.e., even-odd, wrap-around, numbers progression, etc.)										
Identifies the system used in own school building										
Identifies the range of numbers on each floor										
Transfers numbering system from floor to floor										
Identifies system irregularities										
Uses numbering system to locate a specific room or location within a building										

Student Name:	Birth Date:
School:	Grade:

Numbering System: Outside

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
States and writes own address										
Describes the purpose of a numbering system										
Demonstrates an understanding of commonly used numbering systems in local communities										
Identifies central dividing line for north/south and east/west streets in own community (main arterial lines)										
Describes the concept of quadrants (NW, NE, SW, SE) in cities divided in that manner										
Uses address to locate specific destination										

Student Name:	Birth Date:
School:	Grade:

Commercial Travel Concepts

Identifies Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Trash can										
Bus stop (bench, shelter)										
Parking meter										
Storm drain										
Recessed doorway (outdoors)										
Outdoor stairs of various kinds										
Sidewalk clutter (newspaper boxes, bike racks, planters, etc.)										
Drinking fountains, outdoor patio eating area, etc.										
USPS mailbox										
Manhole cover										
Loading dock										
Alley										
Dumpster										
Telephone pole										

Identifies Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Guy wire										
Metal grate (in sidewalk)										
Access ramp										
Ramped curb cut										
Store awning or canopy										
Tactile warning strips (truncated domes)										

Student Name:	Birth Date:
School:	Grade:

Commercial Travel Skills

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies physical characteristics, general clues, and landmarks in the commercial neighborhood										
Executes routes to a specific objective in a commercial area										
Recognizes and crosses railroad tracks										
Negotiates construction tunnels and construction areas										
Identifies and negotiates open space in a commercial environment (i.e., gas station, shopping centers, parking lot)										

Student Name:	Birth Date:
School:	Grade:

Community Experiences

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Locates and enters store doors										
Exits store using landmarks and clues										
Secures assistance from personnel in a store										
Makes simple purchases while accompanied										
Identifies appropriate coins to make a purchase										
Interacts with clerk and makes purchases unaccompanied										
Demonstrates an understanding of the layout of familiar retail establishments (i.e., grocery store, shopping malls, restaurants)										
Understands the function of a post office, bank, laundromat, doctor's office, train, or bus station										
Shows an understanding of various community resources (i.e., fire, police, Secretary of State, Bureau of Services for Blind Persons, etc.)										

Student Name:	Birth Date:
School:	Grade:

Public Transportation

Follows procedures for bus, train, subway travel

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Identifies parts of a bus (engine, doors, steps, coin box, seats, etc.)										
Obtains information necessary for route planning										
Shows general knowledge of bus routes										
Locates bus stops, shelters, stations										
Locates appropriate bus using assistance, auditory clues, devices										
Waits for the bus in an appropriate manner										
Boards and exits appropriately										
Pays or shows pass to bus driver										
Provides destination information to the bus driver										
Locates a seat appropriate to needs										
Locates stop independently or solicits assistance from bus driver or other passengers										
Initiates and maintains contact with driver regarding destination										

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Maintains orientation after disembarking										
Transfers to a second bus after disembarking										
Implements a contingency plan if the planned stop is missed										
Applies principles of bus travel to travel on subways and railways										
Follows procedures for traveling on public transportation systems between cities										

Follows procedures for accessing taxis/paid transportation

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Accesses names and phone numbers in home community										
Obtains fare information and estimates cost of trip										
Provides appropriate location information for pick up and drop off to dispatcher										
Waits in an appropriate manner										
Maintains orientation after reaching the destination										

Follows procedures for accessing paratransit or rural transportation

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Obtains rules for eligibility for paratransit services										
Obtains paratransit pass										
Knows procedures for obtaining access to service										
Arranges for transportation pick up and drop off by giving appropriate location information to dispatcher										
Waits for pick-up in an appropriate manner and location										
Interacts appropriately with driver and verifies correct drop-off location										
Maintains orientation after disembarking										

Student Name:	Birth Date:
School:	Grade:

Alternative Travel Aids

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Demonstrates use of electronic travel aids and/or smartphone applications for accessibility										
Demonstrates use of a variety of GPS systems										
Obtains information regarding guide dog schools, entrance requirements, and cost										

Student Name:	Birth Date:
School:	Grade:

Skills Of Daily Living As Relates To Travel Skills

Objective	Date 1	Level	Date 2	Level	Date 3	Level	Date 4	Level	Date 5	Level
Demonstrates ability to tie shoelaces										
Demonstrates ability to zip a variety of coats										
Demonstrates ability to access and dial a variety of cell phones										
Identifies all coins and their values										
Demonstrates a method for folding or organizing paper money										
Demonstrates ability to use a familiar ATM										