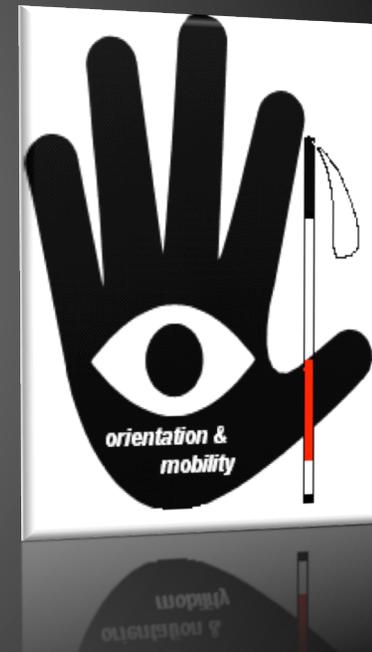


Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

ABRIDGED VERSION



**(Retired) Wisconsin Statewide O&M
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Visually Impaired**

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All children, including those who are blind or visually impaired, with or without additional disabilities, have the right to a free, appropriate, public education which includes specialized disability-specific curricula critical to “career and college readiness.” Standards for Orientation and Mobility skills aligned with the Common Core State Standards and States’ Model Academic Standards provide the structure for educational equity.

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Introduction: Action Plan for Wisconsin (Background Information)

We, as a state, have documented the barriers to providing appropriate orientation and mobility (O&M) services to children in Wisconsin time and again over the years through a variety of organizations including Wisconsin DPI, Wisconsin National Agenda and Wisconsin AER. These same barriers have also been documented nationally. They include: not enough service providers, issuance of emergency licenses, pressures from administrators to limit amounts and levels of service, itinerant services in large geographical regions involving hours and hours of travel; a lack of understanding of the scope and sequence of O&M instruction by IEP team members, and not enough time in a teacher's schedule to provide appropriate services. (Tellefson, M., Koehler, W.) Vision professionals are increasingly frustrated with the lack of influence they have in assuring an appropriate level of O&M services for the children they serve. This frustration leads to teacher turn-over and attrition which perpetuates the shortage of teachers in the field. The ultimate loss is the continuity of appropriate services to children who are blind or visually impaired.

The Wisconsin Department of Public Instruction under the leadership of State Superintendent Dr. Tony Evers has charged educators with the responsibility of ensuring that all children graduate with the skills and knowledge they personally need to be successful in college, career and community. *"It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning."* (Common Core Essential Elements, Introduction p XI.) Dr. Evers further states, *"All students... deserve and have a right to a quality educational experience. This right includes, to the maximum extent possible, the opportunity to be involved in and meet the same challenging expectations that have been established for all students."* His vision, **Every Child a Graduate** is described: *"In Wisconsin, we are committed to ensuring every child a graduate who has successfully completed a rigorous, meaningful, 21st century education that will prepare him or her for careers, college and citizenship (P IX).*

Though there isn't just one perfect action that can take remediate a problem as multi-faceted as we know this situation to be--especially in an educational landscape that keeps changing-- doing nothing assures that children who are blind or visually impaired, including those with multiple disabilities will continue to receive inequitable services as compared to their sighted peers. With a national unemployment rate of 60-70% for people who are blind or visually impaired, we must know for ourselves as educators, and teach others the critical role of the expanded core curriculum in ensuring that students have access to and can successfully complete an education that prepares them for career, college and community. Orientation and mobility skills play a critical and foundational role in this preparation.

We are called by Dr. Evers to develop those educational practices and systems that align with the Common Core State Standards to facilitate progress towards the readiness expectations for all children. This is our call to braid O&M curriculum outcomes with the Common Core State Standards and the Wisconsin Model Academic Standards so that students who are blind and visually impaired have educational access, experiences and training that increase the likelihood of succeeding in career, higher education and a meaningful life. Without this disability-specific instruction, children who are blind or visually impaired are at risk for *not* achieving the success their sighted counterparts achieve because of the inequities of access inherent in the disability.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standards

In keeping with the models of a twenty-first-century educational system, the instructional curriculum of orientation and mobility needs its own set of rigorous and coherent age/grade level standards and a clear student “readiness” profile. The alignment of the O&M Career, College and Community Readiness (CCCR) standards with the Common Core Standards for Mathematical Practice will demonstrate the relationship between vision, principles, process and content and result in a collaborative braiding of disciplines that allow *all* children to progress towards readiness expectations.

Frequently Asked Questions about the O&M Career, College and Community Readiness Standards

1. Why do we need standards? We’ve never had them before.

Standards will give additional credibility to the importance of O&M instruction. They will help guide assessment and instruction of students, training for instructors (COMS), and accountability for the field. They will give the field a core of instructional parameters upon which to base further research, which will lead to confirmation of research-based, best practices.

In addition, it is well documented that not all children who are eligible for orientation and mobility instruction are receiving the frequency and amount of instruction that leads to career, college and community readiness. There are sparse resources and research available to help an O&M specialist justify an amount and level of instruction. Without research based, best practice recommendations from the field, O&M specialists stand on indefensible ground when advocating for an appropriate amount of O&M instruction if anyone on the IEP team poses a reason to lessen the amount. We know from research that this happens, and reasons given include not enough money, not enough staff, and caseloads that are overwhelmingly unmanageable. Amount and levels of service are driven ONLY by appropriate assessment toward the standards.

2. Can I still use them if my district doesn’t adopt or formally accept them?

Standards for instruction will not need to be adopted by the district—they will provide research based best practices for instruction, and this is a corner stone for effective instruction.

3. What should parents know about these standards?

Parents will need to know that O&M is an important part of the Expanded Core Curriculum, and part of that curriculum includes standards which have meaningful research to support that need and importance. A critical marker affecting successful employment for individuals with visual impairments is the ability to travel independently. For students with multiple disabilities, standards will guide instruction that can lead to less dependence in travel. In fact, the two most important variables affecting employment are O&M and literacy.

4. What if my student is not working at age/grade level? What should and shouldn’t I do?

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

An outdated premise in our field continues to portray every student with a visual impairment as always developmentally behind sighted same age peers. Research has also shown that lowered expectations for students with visual impairments continues to have a negative effect on their respective growth and development. Standards will provide benchmarks of knowledge, skills, and behaviors that will focus instruction; and when growth does not occur within instructional periods, alternative instructional strategies must be employed.

Standards can help guide us with 4 simple questions: *what do the students need to learn; how will we evaluate that learning; what do we do when they have learned; and, what will we do when they have not learned.*

5. I might be in the position of not having any more time in my schedule to devote to a student who is working from a standards based educational model. What then?

Standards in and of themselves will not increase your instructional time. They can however increase the effectiveness of your instructional time by providing sequenced and research confirmed processes for acquiring O&M skills, including meaningful evaluations of student abilities and needs.

6. What is the benefit of O&M standards for children?

Standards will give us a method of comparison of skills needed by age/grade levels. Standards based on an agreed upon set of skills, knowledge and behaviors will allow for more meaningful evaluation and instruction; these will increase and reinforce accountability for student learning.

7. What is the benefit of O&M standards for O&M instructors?

With standards for O&M instruction, COMS will have research based information supporting the need for specific instruction. Standards will help increase accountability for student learning through an organized approach, much like standards guide instruction in the known core areas of reading, math, writing, etc. With standards, pre- and in-service training can be more focused.

Along with accountability for student learning comes the question of how much instructional time a student will need to receive in order to meet his or her objectives and goals. There are many facets of teaching and of learning that play into the decision, and the decision should be based on the individual student's learning styles and needs. However, a 1999 study by William Koehler, "*Considerations for Provision of Orientation and Mobility Instruction*", used a Delphi study to gain consensus from O&M specialists to determine a *range* of instructional time needed to teach key O&M skills. The replication of that study, using the performance standards as the target, will allow O&M practitioners to use and show others what the field of O&M has defined as "appropriate". From there, it is easy to justify a lower or higher level of instruction, for the right reasons in a way that is transparent to the entire IEP team.

8. You keep talking about research-where is that research?

There is a lack of formalized research based on common components of O&M; yes, there are articles published, however standards can and will help focus research on all aspects of O&M.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

9. My students are different and they must be treated individually because they are unique and have unique learning styles. Standards will force me into a locked set of skills that will not apply to my students.

Respected information that has been around our field for some time will emphasize that students with visual impairments have ... “unique, but not dissimilar needs.” To that end, standards provide an emphasis on structured, sequential learning important for all students; these will show us the expectations for independence in travel for typically developing students and thereby giving COMS and IEP teams an organized basis for making recommendations for instruction.

10. Why are the standards based on typically developing sighted children rather than what we know of development of blind children?

Standards are developed based in part on typical child development. They also reflect expectations in travel abilities for any child/student. If we are unaware of typical patterns of child development and travel expectations, we can, will, and HAVE lowered our own expectations based not on student abilities, but rather, based on predetermined perceptions of inability.

In our quest in special education to create individuals who can effectively participate in the larger society, it is of utmost importance that we know (and better yet, our students know) what is expected. For example, by about 5th grade, typically developing students will have acquired a given set of skills, knowledge and behaviors. By knowing these, standards will provide the necessary guidance for comprehensive assessment and purposeful instruction for the student, and, lead to more directed in-service training for the COMS.

11. Won't standards make children with multiple disabilities look even less capable than their sighted peers—especially if there is no way for them to attain them? It's like saying, "Here's just another thing you aren't good at or can't do at all. And we've just documented it for the world to know."

As indicated above, standards outline a sequence of skills rather than mandatory achievement steps for students. But first consider this: many students who have been identified and eligible for services under the category of “Multi-handicapped” represent a vast and varied combination of challenges. In some states a student with a visual impairment (low vision) and a learning disability in math computation may be considered eligible for special education services under the category of “Multi-handicapped.” This student is far different than a student with significant cognitive challenges (intellectual disability), vision loss (VI), and other health impairment (OHI). Even a student with the previous listing of eligibilities may have severe intellectual challenges or mild ones; the student may have significant vision loss or quite useable levels of low vision; and other health impairment may be neurological (seizure disorder) or ADD.

Before any pre-determination of “inability” based on category, the student needs a comprehensive evaluation/assessment with IEP goals designed to meet her/his unique needs, considering age and immediate travel expectations.

We really need to get away from any vestiges of entrenched thought that the student with a visual impairment will be all right with a “travel buddy.” This is not what is expected of non-disable peers.

12. Why do the standards start at age 2? What about Early Intervention?

We all know that purposeful movement begins far sooner than age 2. This is why we have early intervention services. However, at age 2 considerations are being made for school based programming, all of which includes standards. By coordinating our efforts with those of general education, including specific levels of accountability, we can better match instruction to specific student needs.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Additionally, in working with parents of infants/toddlers, it is important for parents to see the longer term process of developing O&M skills and how critical their contributions and advocacy for Early Intervention is!

13. I already have checklists that I use. Do the standards come with a checklist? Can I use the appendices as a checklist of sorts?

Standards will provide the basis for a systematic, comprehensive evaluation in O&M. Too often we place reliance on “pieces and parts of a variety of assessment tools” which we can now see leads to students demonstrating “splinter skills”, or those skills taught in isolation with varied levels of importance depending on the particular instructor.

Standards will give a common basis of skill, knowledges, and behaviors that will follow the student's progress rather than a fragmented approach based on numerous lists.

14. These standards can provide administrative guidelines for higher levels of accountability for the COMS. That feels scary.

Accountability is real for everyone—students accountable for learning; teachers accountable for teaching; and administrators accountable for developing and reinforcing an environment that assures learning. Research shows 70+% of individuals with visual impairments as being unemployed or under-employed. Two major factors in the 70%: lack of literacy, and, O&M skills. That is also scary.

15. I have been teaching O&M for years and do not need any other outside source of measurement of my teaching. This looks like “big brother” will be watching my every move. Isn't there such a thing as too much accountability? We are already accountable through outcomes and lack of performance that currently exist, and frankly stand to be evaluated by others who have no idea what O&M is. Consumer groups, parent groups, and schools have expectations for accountability by service providers. Standards will give the field a higher level of accountability which can support individual instructors. Accountability lends credibility to the work we do

Profile of Student Readiness

Students who are blind or visually impaired who are career, college and community ready...

1. Travel safely, efficiently and independently in familiar and unfamiliar environments.
2. Use tools and skills strategically to maintain orientation during travel.
3. Apply specific skills sets to variables in the environment .
4. Solve problems of accessibility and safety.
5. Use appropriate tools strategically.
6. Use independent and interdependent strategies to accomplish a goal.
7. Make use of environmental patterns and apply positional and relational knowledge to new environments.
8. Plan routes and construct cognitive maps using a range of media, tools and information gathering techniques.
9. Communicate and advocate clearly and effectively.
10. Access community information, resources, social venues and services including public and private transportation .

ORIENTATION AND MOBILITY

Guide to the Orientation and Mobility Career, College and Community Readiness Standards

Orientation and Mobility (O&M) in the school setting is considered to be a related service for students with visual impairment as defined under 34 CFR § 300.34 of The Individuals with Disabilities Education Act (IDEA) and is provided to students who meet criteria for special education services under Special Education Rule 13.160-4-7-.05, Eligibility Determination and Categories of Eligibility.

IDEA defines O&M services:

(7) Orientation and mobility services-- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools.

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E34%2>

As such, it is not limited to only totally blind children, but can be a service available to students with low vision as well if an evaluation shows that they require the service in order to access and benefit from an educational plan. The Individual Education Plan (IEP) team convenes to make decisions about the provision of a free and appropriate public education (FAPE) for a student with visual impairment and should discuss the need for O&M services.

States are not allowed to lower the standards of federal law but they can exceed it. In fact, Wisconsin did just that. In Wisconsin, O&M skills are not limited to the classification of “related service.” O&M is one of 8 disability-specific skill areas known as the Expanded Core Curriculum (ECC). According to the Wisconsin Eligibility Criteria Guide, assessments in each area of expanded core curriculum constitute a “Functional Visual Evaluation” which is a necessary part of the eligibility and evaluation process. The result of each assessment is one component used to determine whether or not a child meets the eligibility criteria as a child with a visual impairment. The IEP team then determines whether or not s/he could benefit from instruction in those skill areas. If so, goals are written and become part of the Individual Education Plan (IEP). O&M instruction needs to be considered at an IEP for all children who are blind or visually impaired, including those with multiple disabilities.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Orientation and Mobility (O&M) skills are composed of those visual and non-visual strategies, compensatory strategies, skills and accommodations applied to independent movement and travel that allow a person who is blind or visually impaired to travel safely, efficiently and independently at a level commensurate with their sighted age/grade level peers. Orientation refers to knowing one's position in space, knowing where you want to go and knowing how to get there. Mobility is the act of moving through space whether under one's own power as in walking or by means of adaptive devices such as wheelchairs or powered mobility devices.

The sequence of O&M skills are taught as a curriculum (see Appendix 1) and has a scope and sequence that lead to CCCR standards. This is unlike a therapy in which once the issue is resolved, therapy is no longer needed.

O&M instruction is provided by specially trained and licensed teachers known as Orientation & Mobility Specialists (OMS). In Wisconsin an O&M specialist holds a #826 license from the Department of Public Instruction (DPI). An O&M specialist teaches diagnostically over time to determine the effects of the visual impairment on safe and efficient travel. Once a student has learned a skill and is applying that skill to familiar environments, the O&M specialist may role-release the observation of the application practice to another educator. Even in the case of an infant and toddler, having an O&M specialist on the IFSP team is best practice. The motor skills and spatiotemporal concept development gained in the pre-school years are the foundations upon which more advanced skills are based. It is essential to offer children instruction in the skills of blindness and to provide visual and non-visual strategies and accommodations to compensate for the role of vision in development.

The O&M CCR standards that follow represent a fusion of professional resources, tailored in content and form to meet Wisconsin's mission to graduate children who are 21st century ready. Appreciation for *A Framework for Independent Travel; Resource for Orientation and Mobility* Instruction published by the British Columbia Ministry of Education is warranted, as much of the format and content for these standards have been adapted from this resource.

Key Design Considerations

No two children who are blind or visually impaired, including those with additional disabilities learn exactly the same way or at the same rate, and certainly, some delays in development are commonly experienced. Yet, as long as one blind child develops typically, it cannot be concluded that vision impairment or blindness *causes* developmental delays. Given Wisconsin's high standards for achievement for all students, and in alignment with the Common Core Model, the O&M CCCR standards and age/grade level benchmarks are based on typical development. Though considered, to use the Essential Elements as the model for the O&M standards would be to begin with the premise that children who are blind or visually impaired cannot achieve to the level of their sighted peers. The design intention is in accordance with the Common Core Standards but does not contradict our broader knowledge that not all children can or will achieve the standards in the same way or at the same pace, but will progress toward the standard to the extent possible given appropriate curriculum, instruction and accommodations. "The standards and benchmarks do not describe the range of appropriate accommodations to ensure maximum participation of students with additional needs; nor do they fully describe all of what can or should be taught. The standards articulate the fundamentals and are not intended to be an exhaustive list or set of restrictions that limits what can be taught beyond what is specific in this document (p27 ELA). By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed" (p.25).

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

The Essential Elements are standards for those students identified as most significantly cognitively impaired. The intersection of the O&M CCCR standards and the Essential Elements will be most appropriate when the cognitive disability prevents children from the higher cognitive skills needed for independent travel in the skills and benchmarks related to safety, problem solving variables in the environment, reorienting, generalizing skills between environments, sequencing, cognitive mapping or accessing memory. Children who have a cognitive disability combined with visual impairment or blindness receive orientation and mobility training while children with a cognitive disability but no visual impairment may receive travel training. Travel training does not need to be taught by an O&M specialist as does O&M. The difference is the attention to visual and non-visual skills that accommodate for the role of vision in safe and efficient travel at the level of independence appropriate for the child. At the dependent end of the “independence continuum” will be those students who learn rote-routes with or without prompting and can apply a specific set of skills in a specific and expected situation. When writing IEP goals and objectives for these children, there is as much value in working toward “decreased dependence” as in “increasing independence.”

Definitions of terms used in the Orientation and Mobility CCCR Standards:

O&M CCCR Standards: are the five principle areas that when cumulative and fused are the skills for independent, safe and efficient travel. These standards define the O&M skills necessary to be 21st-century ready for college, career and life.

- Concept Development (Standard 1)
- Sensory Development (Standard 2)
- Orientation & Mapping (Standard 3)
- Travel Techniques (Standard 4)
- Communication, Personal Safety, and Advocacy (Standard 5)

Domains are subcomponents of a targeted skill area.

Performance Indicators define end-of-the-year age/grade specific expectations. These benchmarks reflect two models of rigor and coherence as described in the “Progression of Skills Strategic Framework on page 16 and O&M CCCR Progression Map on page 17.

- The *Progression of Skills Strategic Framework* shows how Bloom’s taxonomy is used to delineate increasing levels of cognitive rigor that synchronize with the sequence of behavioral demands of the performance standards in increasingly complex environments. The performance standards embed an ever decreasing level of safety supervision as the child becomes proficient in skills across multiple environments. Skills are considered mastered when individuals plan and travel routes independently and supervision is not required to ensure safety.
- The *O&M CCCR Standards Progression Map* is a quick reference to the coherence of the O&M CCCR Standards and the age/grade level Performance Indicators.

Sample Student Evidence are fundamental skills that lead to the attainment of the performance indicators and ultimately to the O&M CCCR Standard. They are not intended to be exhaustive, but are a cluster of skills that indicate progress toward the performance indicator. Teachers will

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

necessarily determine additional and intermediary skills using task analysis and provide supports, accommodations and scaffolding techniques to facilitate progress.

Appendices provide another level of specificity of skill clusters to consider at the curriculum development and instructional level.

IEP Development

The O&M CCCR standards, age/grade level performance indicators and sample student evidence give members of the IEP team a focus for O&M instruction based on an assessment of progress toward the standards.

Assessment

Assessment is not a key component of this document; however, because of the design, use and progression of both cognitive and behavior targets this document provides the O&M instructor with a fluid and coherent means for developing appropriate and authentic assessment. O&M skills are psychomotor skills, involving both cognitive and motor components and new learning builds upon the foundations of previously learned knowledge and skills. The O&M CCCR standards inherently contain both motor and cognitive components and can be assessed using the following performance level indicators:

Emerging:

- *Motor*: The student can partially perform a task or requires assistance to complete the task. The task in its entirety is not performed independently.
- *Cognitive*: The student demonstrates the use of recognition or recall to indicate acquisition of knowledge

Applied:

- *Motor*: The student performs the task consistently in at least one familiar setting.
- *Cognitive*: The student demonstrates the use of comprehension and application of knowledge.
 - *Comprehension*: Involves ability to use learning demonstrated by translating, paraphrasing, interpreting and summarizing.
 - *Application*: Involves the ability to use learning in a new situation.

Generalized:

- *Motor*: The student performs the task well in multiple familiar and unfamiliar settings over a period of time.
- *Cognitive*: Student demonstrates use of analysis, synthesis (problem-solving) and evaluation.
 - *Analysis*: Involves breaking down the whole hierarchy of parts, discovering interactions or relationships, identifying or distinguishing parts or elements.

Appendix 2, Action Words for Bloom's Taxonomy can be used as a tool when writing IEP goals and objectives that measure the motor and cognitive components inherent in Orientation and Mobility skills.

Alignment with Common Core State Standards and Interdisciplinary Approach

An interdisciplinary approach will ensure that O&M skills and behaviors are practiced throughout the school day and reinforced appropriately. This collaborative responsibility will help IEP team members understand the need for a level of service that is sufficient for the student to progress toward the standards. Scheduling time for O&M instruction in a student's busy day is easily justified when the team understands that progress toward the Common Core State Standards (CCSS) can be facilitated during an O&M lesson. Appendix ## shows the alignment of the O&M CCCR Standards with the Common Core Standards for Mathematical Practice. The standards for mathematical practice were used in the alignment process at the suggestion of the Wisconsin DPI's Common Core State Standards Implementation Team. These practice standards are grounded in research and represent the application of those overarching metacognitive skills that are non-discipline specific. There are many direct connections between a specific O&M skill and a more specific Math or English Language Arts skill. Subsequent and more specific alignment of an O&M IEP objective to a specific math application is the work of a district or school's curriculum committee.

Alignment exists between the O&M CCCR Standards and Common Core State Standards for English Language Arts (ELA) and Literacy in All Subjects as well. The ELA standards articulate rigorous grade-level expectations in the areas of reading, writing, speaking, and listening to prepare all students to be college and career ready. The strongest connections exist between the Communication, Personal Safety, and Advocacy Standards (O & M Standard 5) and the Common Core State Standards for English Language Arts Speaking and Listening Standards. These standards are grouped into two clusters: Comprehension and Collaboration; and, Presentation of Knowledge and Ideas. You can find these standards at <http://commoncore.dpi.wi.gov/english-language-arts-standards>. The ELA skills are embedded into the O&M standards by expecting children to plan routes using a variety of reading, print/braille media and electronic formats to gather and synthesize information and then to communicate information and travel routes through a variety of methods including written plans. As with the Standards for Mathematical Practice, the ELA standards introduction (p. 28) describes a character portrait of students who meet the standards. The overlay of these characteristics are found on the Alignment of O&M standards to Standards for Mathematical Practice and ELA Portrait of CCCR Readiness (not included in this version but available.)

Children who are Deaf-blind or Adventitiously Blinded

Children who are deaf-blind have the same right to expect that their public education has prepared them for college, career and community. The nature of the disability requires specially trained teachers who understand the effect of the disability on learning and who can provide the accommodations necessary for each individual child to learn the skills of orientation and travel. Best practice intervention and teaching strategies are implemented at the curriculum level and is necessarily the result of a collaborative approach between professionals and parents. The sequence of age/grade level performance indicator in each domain is particularly helpful regardless of the age at which they are mastered. They are not intended to define any achievement boundaries or be prescriptive in design and they should not be used to keep children from being taught higher level skills because they haven't mastered previous ones. Not only can concepts be pre-taught over time but they can be learned in retrospect as well. Intentionally chosen and multiple experiences over time with a communication partner are the foundations that children who are deaf-blind need to build understanding at a conceptual level.

Children who are adventitiously blinded will also have a unique path of skill development. The age/grade level performance indicators outline the path to the standard and at no time would it be educationally appropriate to indicate to a 12th grader who recently lost sight, that s/he is performing

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

at a level commensurate with a 3rd grader or to prevent him/her from learning age appropriate skills because s/he hasn't mastered all previous skills.

These two examples highlight why Standards should not be used as curriculum and why the age/grade level performance indicators are not prescriptive. While the teaching approach, or the "how" will vary with children who are deaf-blind or adventitiously blinded, the "what" as outlined in the O&M CCCR performance indicators are a path of signposts or benchmarks that indicate progress toward the standards.

What is Not Covered by the Standards

In conformity with the Common Core State Standards, the O&M CCCR standards should be recognized for what they are as well as what they are not. As written in the Common Core State Standards for Literacy in all Subjects, (p. 27) the following explanations are applicable:

1. The standards define what all students are expected to know and be able to do, not how teachers should teach.
2. While the standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and Curriculum developers. The aim of the standards is to articulate the fundamentals, not to set out an exhaustive list or set of restrictions that limits what can be taught beyond what is specified herein.
3. The standards do not define the nature of advanced work for students who meet the standards prior to the end of high school.
4. The standards set age/grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the standards do provide clear signposts along the way to the goal of college, career and community readiness for all students.
5. The standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with (additional) special education needs.
6. While the O&M CCCR standards are critical to readiness expectations, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to social, emotional and physical development and approaches to learning. The role of the expanded core curriculum is critical in every domain of development.
7. Standards do not cover the professional development and trainings needed for instructors, especially as applied to the need for safety supervision techniques.

Guide to Appendices

APPENDICES:

Introduction: Guide to O&M Standards

1. Typical Components of an Orientation and Mobility (O&M) Curriculum
2. Bloom's Taxonomy Action Words
3. Safety Supervision Designation

Standard One

4. The Role of Vision in Development
5. Skill Set Reference for Concept Development of the Body
6. Sample Skill Set for Spatiotemporal Concepts
7. Sample Skill Set for Environmental Concept Development

Standard Two:

8. Sample Skill Set for Sensory Development

Standard Three:

9. Sample Skill Sets for Orientation and Mapping Basics

Standard Four:

10. Sample Intersection & Concepts Screening Tool
11. Sample Skill Set for Route Navigation, Traffic Pattern Concepts and Street Crossings
12. Sample Skill Set for Travel Techniques
13. Sample Skill Set for Key Travel Skills by Environment
14. Sample Skill Set for Wheelchair Travel
15. O&M and Standards of Math Practice Alignment Chart (not included in abridged version)

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Resources:

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Anthony, T. et al, (2002). *First Steps: A handbook for teaching young children who are visually impaired*; Blind Children's Center, Los Angeles, California.

British Columbia Ministry of Education, *Framework for Independent Travel: A Resource for Orientation and Mobility Instruction*, Foundations of Orientation and Mobility, RB0094, www.bced.gov.bc.ca/specialed/docs/fit.pdf.

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Common Core State Standards for Literacy in all Subjects, Wisconsin Department of Public Instruction, Madison, WI

Common Core State Standards for Math, Wisconsin Department of Public Instruction, Madison, WI

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Progression of Skills Strategic Framework



	Emerging	Applied		Synthesized	Generalized
	<i>Emerging skill In controlled environment Not independently performed; given maximum safety supervision</i>	<i>Application of skill consistently in at least one familiar environment; given maximum safety supervision</i>	<i>Application of skill in simple unfamiliar environment; given moderate safety supervision</i>	<i>Uses skills independently in unfamiliar, complex environment; given situational safety supervision</i>	<i>Independently generalizes skills across physical and virtual environments and problem solves environmental variables</i>
Birth – 24 months	Developmental skills				
Age 2-4	Basic skills & Protective techniques	Basic skills & Protective Techniques			
Kindergarten-grade 3	Residential area skills	Residential area skills	Basic skills & Protective Techniques		
Grade 4-grade 7	Semi-business area skills	Semi-business area skills	Residential area skills	Basic skills and Protective Techniques	Basic Skills and Protective Techniques
Grade 8-grade 12	Business area skills	Business area skills	Semi-business area skills Business area skills	Residential area skills Semi-business area skills	Residential area skills Semi-business area skills Business area skills

O&M CCCR Standards Progression Map

O&M CCCR Standard One: Concept Development					
Students who are blind, visually impaired or deafblind will comprehend, formulate, apply and communicate spatiotemporal and environmental concepts related to body space, proximal space, distant space and cognitive space in order to independently travel safely and efficiently in familiar and unfamiliar indoor and outdoor environments at a level commensurate with age/grade level peers.					
At a level commensurate with age level peers, students who are blind or visually impaired will demonstrate the ability to:					
Age/Grade Level Performance Indicators					
	24 months	4 years	End of grade 3/Age 9	End of grade 7/ Age 13	End of grade 12/ Age 18/21
A. Body concepts	1. Demonstrate functional use of body image, awareness and concepts in the context of daily routines by anticipating, integrating and coordinating sensory input for purposeful communication, movement and action on objects.	1. Use concepts of body parts, body planes and movement schemes to perform coordinated motor movements and goal directed travel.	1. Integrate directionality and laterality in movement tasks.	1. Understand and explain personal movement repertoire and use compensatory strategies and tools when needed.	
B. Spatiotemporal Concepts	1. Understand & respond to age appropriate concepts of shape, surface planes, measurement, space and time in the context of familiar environments and daily routines. 2. Use age-appropriate spatial and temporal vocabulary.	1. Use space and time concepts to act on environment, plan and execute actions with toys and motor movement and anticipate outcomes in some unfamiliar environments.	1. Apply specific concepts of measurement, surface planes, time and space accurately for the situation in familiar and unfamiliar environments 2. Use sequence and time-distance relationships in familiar environments.	1. Conceptualize and cognitively map familiar environments using spatiotemporal concepts and imagine and explain goal directed action within that environment. 2. Apply spatiotemporal concepts to some unfamiliar environments. 3. Apply time-distance awareness in travel plans	1. Uses advanced time-distance awareness to plan and execute goal oriented travel in familiar and unfamiliar environments.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

C. Environmental Concepts	<ol style="list-style-type: none"> 1. Demonstrate understanding and respond to environmental changes and input. 2. Recognize the connection between places in the home and the activities that take place in them. 3. Recognize familiar events, people, places and objects by sensory characteristics. 	<ol style="list-style-type: none"> 1. Apply age-appropriate concepts of indoor and outdoor environments, topography, texture and temperature to goal directed travel in familiar environments. 	<ol style="list-style-type: none"> 1. Functionally identify environmental features of residential areas, including features of roads and intersections. 2. Discriminate between applicable and inapplicable concepts of indoor and outdoor environments, including topography, texture and temperature to new environments. 	<ol style="list-style-type: none"> 1. Identify, compare and differentiate between features of complex environments and residential areas. 	<ol style="list-style-type: none"> 1. Predict, anticipate, evaluate and use features by category of environment for route planning and navigation in unfamiliar areas.
<p>O&M CCCR Standard Two: Sensory Development Students who are blind, visually impaired or deafblind will utilize sensory information to perceive, experience and integrate physiological responses in order to access the environment, gain and communicate information, and to plan and execute goal oriented movement safely, efficiently and independently through all environments.</p> <hr/> <p>At a level commensurate with age-level peers, students who are blind or visually impaired will demonstrate the ability to:</p>					
<p>Age/Grade Level Performance Indicators</p>					
	24 months	4 years	End of grade3/ Age 9	End of grade7/Age 13	End of grade12/Age 18-21
A. Vision	<ol style="list-style-type: none"> 1. Use vision to perceive, experience, integrate, and regulate responses to the proximal environment 2. Use visual skills with motor skills to achieve a goal. 	<ol style="list-style-type: none"> 1. Use vision to perceive experience, integrate, and anticipate input and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks. 	<ol style="list-style-type: none"> 1. Integrate all senses to perceive experience, evaluate and draw conclusions from input in familiar residential environments. 2. Isolate senses for specific purposes in orientation and safe and efficient, independent travel. 	<ol style="list-style-type: none"> 1. Use all sensory input to confirm or contrast thinking in the cognitive construct of a more complex environment and to travel safely and efficiently in semi-business areas. 	<ol style="list-style-type: none"> 1. Use sensory input selectively, collectively and cooperatively to choose, apply, explain and evaluate action plans related to safe and efficient independent travel in all familiar and unfamiliar environments.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

<p>B. Auditory</p>	<p>1. Use audition to perceive experience, integrate, and regulate responses to the proximal environment.</p> <p>2. Use auditory skills with motor skills to achieve a goal.</p>	<p>1. Use audition to perceive experience, integrate, and anticipate input and plan responses to environmental demands.</p> <p>2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks.</p>			
<p>C. Touch</p>	<p>1. Use touch to perceive experience, integrate, and regulate responses to the proximal environment.</p> <p>2. Use tactile skills with motor skills to achieve a goal.</p>	<p>1. Use touch to perceive experience, integrate, and anticipate input and plan responses to environmental demands.</p> <p>2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks.</p>			
<p>D. Proprioceptive/Kinesthetic</p>	<p>1. Use proprioceptive and kinesthetic feedback to perceive experience, integrate, and regulate physiological responses to the proximal environment.</p> <p>2. Respond to and use proprioceptive/kinesthetic input while moving through space to achieve a goal.</p>	<p>1. Use proprioceptive and kinesthetic feedback to perceive experience, integrate, and anticipate input and plan physiological responses to environmental demands.</p> <p>2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects,</p>			

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

E. Vestibular	<ol style="list-style-type: none"> 1. Use vestibular input to perceive, experience, integrate, and regulate body position in response to the proximal environment. 2. Respond to and use vestibular input while moving through space to achieve a goal. 	<p>settings or tasks.</p> <ol style="list-style-type: none"> 1. Use vestibular input to perceive experience, integrate, and anticipate body position and movement through space and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks. 			
F. Olfactory	<ol style="list-style-type: none"> 1. Use smell to perceive, experience, integrate, and regulate responses to the proximal environment. 2. Respond to and use olfactory input while moving through space to achieve a goal. 	<ol style="list-style-type: none"> 1. Use smell to perceive experience, integrate, and anticipate input and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks. 			

O&M CCCR Standard Three: Orientation and Mapping

Students, who are blind, visually impaired or deafblind will apply a variety of visual and non-visual, low-tech and high-tech strategies and tools to gather information and integrate spatial and environmental concepts with skills in order to plan, convey and execute safe, efficient and independent travel in all familiar/unfamiliar environments.

At a level commensurate with age-level peers, students who are blind or visually impaired will demonstrate the ability to:

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Age/Grade Level Performance Indicators					
	24 mos	4 years	End of grade 3	End of grade 7	End of grade 12
A. Orientation	1. Remain oriented in familiar indoor environments by using sensory information, spatiotemporal concepts, landmarks and clues.	1. Use landmarks and clues to reorient in familiar indoor environments 2. Learn short routes between familiar features in indoor and outdoor environments.	1. Develop and apply strategies for reorienting in familiar indoor and outdoor environments.	1. Use variety of orientation skills to orient and re-orient in familiar residential areas and apply skill set in unfamiliar semi-business areas with supervision.	1. Generalize, apply, evaluate and explain task-specific mapping skills and tools used to plan and execute safe and efficient, independent travel across all environments under all conditions.
B. Mapping	1. Map body and familiar near space.	1. Use known environmental patterns, age-appropriate information seeking skills and exploratory behaviors to formulate impressions in new environments.	1. Demonstrate simple mapping skills by using and constructing simple representations of familiar space and environment. 2. Use internet and media tools to obtain information related to mapping skills.	1. Integrate mapping skills into new and virtual environments.	

O&M CCCR Standard Four: Travel Techniques

Students, who are blind, visually impaired or deafblind will use visual and non-visual compensatory strategies, techniques and tools to compensate for vision's role in traveling safely, efficiently and independently in all environments commensurate with age/grade level peers.

At a level commensurate with age-level peers, students in Wisconsin who are blind or visually impaired will demonstrate the ability to:

Age/Grade Level Performance Indicators					
	24 months	4 years	End of grade 3/age 9	End of grade 7/age 13	End of grade 12/age 18-21
A. Travel Techniques	1. Apply age-expected fundamental fine and gross motor patterns to goal directed movement	1, Travel to a desired location using developmentally appropriate tools and	1. Use travel techniques, skills and tools to manage self and travel safely and	1. Manage travel demands specific to residential and semi-business environments	1. Demonstrate independent, advanced skill application, analysis, synthesis and

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

	<p>across near space in familiar indoor and outdoor environments with safety supervision.</p> <p>2. Demonstrate age-appropriate formal O&M techniques</p>	<p>strategies in familiar indoor and outdoor environments.</p>	<p>efficiently across multiple residential environments, consistent with the developmental expectations for all children.</p>	<p>using skills, tools and adaptations, remaining safe and oriented consistent with the developmental expectations of all children.</p>	<p>fluid evaluation in unfamiliar environments, remaining safe and oriented.</p>
B. Route Navigation	<p>1. Use spatiotemporal and environmental concepts to independently move toward desired object and return to starting place.</p>	<p>1. Know and use routine, goal-directed routes in familiar indoor and outdoor environments.</p>	<p>1. Apply specific orientation techniques to familiar indoor and outdoor routes using simple grid concepts, straight and single turn and multiple turn routes and return routes.</p>	<p>1. Apply concepts of orientation, directionality and compass directions to understand and travel complex grid and route patterns through residential and semi-business areas..</p>	<p>1. Generalize skills in orientation, travel, problem solving, information gathering and assistance seeking at an advanced level to plan and execute safe and efficient goal directed travel.</p>
C. Traffic pattern Concepts	<p>1. Use sensory information to stay on paths (line of travel) and avoid collisions.</p>	<p>1. Follow directions to merge with pedestrian flow and stay away from streets/cars.</p>	<p>1. Demonstrate emergent understanding of lane usage, travel paths and how traffic is controlled at intersections applicable to residential area travel.</p>	<p>1. Demonstrate understanding of lane usage, travel paths and how traffic is controlled at intersections applicable to residential, semi-business and rural areas during daylight and night time conditions.</p>	<p>1. Demonstrate and communicate advanced knowledge and skill application in unfamiliar or virtual environments that include complex intersections and traffic controls under all lighting and weather conditions.</p>
D. Street Crossing Skills	<p>1. Recall, with prompts, that cars use streets and people use sidewalks.</p>	<p>1. Cross the street with an adult.</p> <p>2. Stay on the sidewalk between grass lines and stop at the corner, given "within reach" safety supervision.</p>	<p>1. Understand and use basic residential area traffic pattern concepts at intersections, identify safe time to cross and apply appropriate travel techniques in familiar areas, given safety supervision.</p>	<p>1. Apply an emergent understanding and application of complex traffic pattern concepts and travel techniques to cross safely at intersections controlled by stop signs and traffic lights in residential and semi-business areas with safety supervision.</p>	

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M CCCR Standard 5: Communication, Personal Safety and Advocacy

Using visual and non-visual strategies, students who are blind, visually impaired or deafblind will demonstrate the ability to access and manage valid information, products and services to enhance/ensure their success in home, school and community by applying communication, personal safety and advocacy skills.

At an level commensurate with age-level peers, students who are blind or visually impaired will demonstrate the ability to:

Age/Grade Level Performance Indicators

	24 months	4 years	End of 3 rd grade	End of 7 th grade	End of 12 th grade
A. Communication	1. Communicate preferences, needs and emotions to adult or care giver.	1. Communicate using relevant vocabulary and act with age appropriate independence.	1. Demonstrate age appropriate interactions at home and in public.	1. Communicate concisely for the intended outcome in comfortable situations and to collaborate with others.	1. Communicate verbally and in writing to familiar and unfamiliar entities effectively for all purposes using a variety of media and formats: phone, email, internet, fax, power point, etc.
B. Personal Safety	1. Demonstrate anxiety, fear, pain, relief and sense of security and well-being.	1. Recognize some danger and react accordingly; seek information from adult to confirm or negate the presence of danger.	1. Recognize and avoid common social and environmental dangers.	1. Recognize familiar and unfamiliar situations that increase risk for personal safety; seek more information for prevention in unfamiliar settings, and apply known safety strategies as appropriate.	1. Evaluate the risk-benefit ratio in unfamiliar situations and apply personal and social safety behaviors.
C. Advocacy	1. Seek out solutions.	1. Communicate wants and needs selectively to appropriate adult.	1. Clearly explain desired outcome and support with details according to the situation.	1. Anticipate and respond effectively to the need for advocacy prior to a situation or activity.	1. Advocate for self, family, friends, school or community in adult manner.

O&M CCCR Standard 1: Concept Development

Students, who are blind, visually impaired or deafblind will comprehend, formulate, apply, and communicate spatiotemporal and environmental concepts related to body space, proximal space, distant space and cognitive space in order to independently travel safely and efficiently in familiar and unfamiliar indoor and outdoor environments, at a level commensurate with age/grade level peers.

- **Rationale:** Children who are blind, visually impaired or deafblind use alternative methods to develop conceptual knowledge in the absence of perfect vision and often develop misconceptions due to lack of or limited contextual experience. The range and variety of conceptual knowledge can be significantly different than their sighted peers. More frequent and cumulative experience, practice and exposure is necessary to learn concepts through non-visual means than through vision. Safe, efficient and independent travel requires establishing a foundation of basic concepts from which to scaffold to more complex skills in all domains, but especially for the acquisition of orientation and mobility skills. These foundational concepts include body image (i.e. body parts, body planes, laterality and directionality), body schema and body awareness. Concepts needed for orientation include spatiotemporal relationships: i.e. positional, relational, shape, measurement, time, (i.e. present, proximal future and past, distant future and past, imaginary time and clock time). Critical environmental concepts include properties of objects, topography, temperature and texture.
- **Wisconsin Common Core Standard Alignment:**
 - PHYSICAL EDUCATION PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
 - WMELS: SOCIAL AND EMOTIONAL DEVELOPMENT
 - Children in Wisconsin will demonstrate emotional competence and self-regulation. (express range of emotion, respond to other's)
 - Children in Wisconsin will have a personal sense of well-being (self-esteem; self-awareness)
 - Social Competence: Children in Wisconsin will form and maintain secure relationships and gain understand of social systems. (attachment, trust, autonomy, bonding)
 - WMELS: HEALTH AND PHYSICAL DEVELOPMENT
 - C EL.1: Uses senses to take in, experience, integrate, and regulate responses to the environment.
 - WMELS COGNITION AND GENERAL KNOWLEDGE/Exploration, Discovery, and Problem Solving:
 - Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

By the end of **age 24 months**, children who are blind, visually impaired or deafblind will demonstrate the ability to:

O&M Content Standard 1: Concept Development	Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
	O&M-S1-24A: Body Concepts	1. Demonstrate functional use of body image, awareness and concepts in the context of daily routines by anticipating, integrating and coordinating sensory input for purposeful communication, movement and action on objects.	<ul style="list-style-type: none"> a. Know and identify most major body parts b. Follows directions for moving isolated body parts in some body planes, e.g. "put arm out in front" c. Perform coordinated age-appropriate motor movements through space d. Understand spatial dimensions of body e. Integrate tactile sensation and body parts for purposeful movement (body map) f. Demonstrate attachment to caregivers through visual and non-visual means g. Exhibit behaviors interpreted as communication; i.e. smiling, crying, gestures, pointing, verbalization h. Anticipate input into his/her body, i.e. get ready to be picked up i. Use adaptive alternative strategies to compensate for the role of vision in physical and conceptual development j. Smile at self in mirror k. Point to features of face/body on self and others l. Assist with dressing; can take some clothing off; i.e. shoes/socks; knows which body part clothing goes on m. Approximates actions to songs, poems and rhythm
	O&M-S1-24B: Spatiotemporal Concepts	<ul style="list-style-type: none"> 1. Understand & respond to age appropriate concepts of shape, surface planes, measurement, space and time in the context of familiar environments and daily routines. 2. Use age-appropriate spatial and temporal vocabulary. 	<ul style="list-style-type: none"> a. Use visual and non-visual strategies to perceive body-space, proximal-space and near-space b. Locate both hands and feet and bring together at midline and across midline c. Respond to directions using positional and relational concepts d. Reach and grasp off body for perceived stimuli e. Plan and execute actions f. Explore cabinets, drawers and rooms g. Relate his/her body to objects in space h. Use compensatory strategies for the role of vision in spatiotemporal development i. Recognize/name some basic shapes i.e., circle and square j. Perceive time by sensing change; perceive the present through

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Standard 1: Concept Development			<p>observation, the immediate future through anticipation and the immediate past through remembering</p> <ul style="list-style-type: none"> k. Understand time concepts: now, later, day, night, morning, today l. Recognize changes in the environment; i.e. something moved to a new location m. Know where personal items and toys are located; retrieve and return items in the home environment n. Ask to be picked up and put down
	O&M-S1-24C: Environmental Concepts	<ul style="list-style-type: none"> 1. Demonstrate understanding and respond to environmental changes and input. 2. Recognize the connection between places in the home and the activities that take place in them. 3. Recognize familiar events, people, places and objects by sensory characteristics. 	<ul style="list-style-type: none"> a. Handle objects purposefully to obtain information about attributes b. Recognize familiar rooms and people through multiple senses and through isolated senses c. Associate familiar objects with their function or activity (bottle=feeding; diaper=changing) d. Prefer some people over others e. Prefer a favorite toy f. Act on the environment to achieve a result and to protect self g. Notice weather changes and choose appropriate clothing.
	By the end of age of 4 years, children who are blind, visually impaired or deafblind will demonstrate the ability to:		
	Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
O&M-S1-4A Body Concepts	<ul style="list-style-type: none"> 1. Use concepts of body parts, body planes, body image and movement schemes to perform coordinated motor movements and goal directed travel. 	<ul style="list-style-type: none"> a. Demonstrate awareness of major /minor body parts, movements and planes b. Dance, run, climb, jump, use obstacle courses, tricycles, trampolines, swings, playground equipment. c. Use feedforward and feedback to grade controlled movements d. Put clothes on and take off e. Play games using specific body parts, actions and music/rhythm f. Explain or communicate actions using relevant vocabulary 	

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

	<p>O&M-S1-4B Spatiotemporal Concepts</p>	<p>1. Use space and time concepts to act on environment, plan and execute actions with toys and motor movement and anticipate outcomes in some unfamiliar environments.</p>	<ul style="list-style-type: none"> a. Demonstrate personal responsibility for organizing personal space; i.e. put shoes in closet, put toys away, know where to get things b. Maintain consistent spatial relationships during independent eating times c. Retrieve known objects from within known location throughout house, daycare or preschool. d. Expand understanding of spatial prepositions: in, out, under, top, below, etc. e. Understand vertical space during play f. Use simple search patterns to locate objects g. Demonstrate age appropriate positional concepts h. Demonstrate understanding of time concepts; e.g. minute, afternoon, evening, tomorrow, yesterday, next i. Understand a tactile representation; knows the word "map" j. Apply emerging knowledge of time-distance awareness k. Is aware of daily schedule and clock time l. Sequence time and space; events and objects m. Distinguish between the two side of the body; inconsistently use spatial terms that reflect laterality; e.g. side-to-side, side step, beside, sideways, etc. n. Explain or communicate actions and positional relationships using relevant vocabulary
	<p>O&M-S1-4C Environmental Concepts</p>	<p>1. Apply age-appropriate concepts of indoor and outdoor environments, topography, texture and temperature to goal directed travel in familiar environments.</p>	<ul style="list-style-type: none"> a. Recognize familiar environments through sensory input b. Associate activities with the environment in which they take place: i.e. outside = play ball, swing. Indoors = read books. c. Identify / label common indoor features: door, floor, wall, steps, railing, carpet, window d. Label common vehicles; i.e. car, bus, fire truck e. Identify / label common outdoor features: grass, sidewalk, driveway, mailbox, steps, ramp, dirt, puddle, curb, street f. Sorts 2 kinds of similar objects which differ in only size or texture

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

		g. name some shapes regardless of differences in size and orientation
By the end of 3 rd grade or age 9, children who are blind, visually impaired or deafblind will demonstrate the ability to:		
O&M-S1-3A Body Concepts	1. Integrate directionality and laterality in movement tasks.	<ul style="list-style-type: none"> a. Name and locate all major/minor body parts b. Identify the motion of body parts using vocabulary related to position in space c. Identify body planes, laterality and directionality in relation to self and others. d. Understand right/left on others e. Follow instructions for directional turns f. Describe the location of an object in relation to body, body to objects and objects to objects using spatial vocabulary for body planes See appendix S1-3A
O&M-S1-3B Spatiotemporal Concepts	<ul style="list-style-type: none"> 1. Apply specific concepts of measurement, surface planes, time and space accurately for the situation in familiar and unfamiliar environments. 2. Is aware of and uses time-distance relationships in familiar settings. 	<ul style="list-style-type: none"> a. Identify and use positional and relational concepts to inform movement and paths of travel b. Identify basic shapes c. Make comparative judgments using concepts of time, measurement, and space d. Read a clock; keep track of time e. Demonstrate awareness of basic measurement f. Identify surface planes g. Make quarter, full and half turns h. Understand time/distance relationships in a car and on foot for routine routes and travel in the community or between communities; e.g. how long it takes to get to Grandma's vs how long it takes to get to the mall vs around the block i. Apply sequencing skills to travel tasks See Appendix S1-3B
O&M-S1-3C Environmental Concepts	<ul style="list-style-type: none"> 1. Functionally identify environmental features of residential areas, including features of roads and intersections. 2. Discriminate between applicable and inapplicable concepts of indoor and outdoor environments, including 	<ul style="list-style-type: none"> a. Identify features and functions of common objects in familiar indoor and outdoor environments b. Be aware of potential dangers in home, school and neighborhood c. Name most basic shapes regardless of size or orientation in 2D and 3D d. Recognize travel paths as having geometric shape

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

	topography, texture and temperature to new environments.	<ul style="list-style-type: none"> e. Understand features of a landmark f. Use concepts of topography, texture, temperature g. Understand basic features of blocks, roads and intersections h. Understand basic grid pattern See Appendix
By end of 7 th grade or age 13, children who are blind , visually impaired or deafblind will demonstrate the ability to:		
O&M-S1-7A Body Concepts	<ul style="list-style-type: none"> 1. Understand and explain personal movement repertoire and use compensatory strategies when needed. 	<ul style="list-style-type: none"> a. Explain need for adaptive equipment and strategies b. Evaluate personal safety and efficiency in a variety of environments including residential and semi-business areas
O&M-S1-7B Spatiotemporal Concepts	<ul style="list-style-type: none"> 1. Conceptualize and cognitively map familiar environments using spatiotemporal concepts and imagines and explain goal directed action within that environment. 2. Apply spatiotemporal concepts to some unfamiliar environments. 3. Apply time-distance awareness in travel plans 	<ul style="list-style-type: none"> a. Apply and communicate positional and relational concepts in familiar and unfamiliar; complex and simple environments b. Identify complex shapes in 2D and 3D format c. Demonstrate a facility with concepts of measurement d. Apply action concepts to travel in steps and sequences e. Apply time/distance and sound/distance relationships to travel See Appendix
O&M-S1-7C Environmental Concepts	<ul style="list-style-type: none"> 1. Identify and differentiate features of complex environments as compared to residential areas. 	<ul style="list-style-type: none"> a. Describe features of roads and intersections b. Understand features associated with larger geographical settings c. Describe vehicular and pedestrian traffic patterns d. Use concepts of topography e. Use concepts of temperature See Appendix
By the end of 12 th grade or age 18/21, children who are blind , visually impaired or deafblind will demonstrate the ability to:		
O&M-SI-12A Spatiotemporal Concepts	<ul style="list-style-type: none"> 1. Use advanced time-distance awareness to plan and execute goal oriented travel in familiar and unfamiliar environments. 	<ul style="list-style-type: none"> a. Plan and travel routes in specific amount of time b. Anticipate and plan for delays
		<ul style="list-style-type: none"> a. Describe features of more complex intersections

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

	O&M-S1-12B Environmental Concepts	1. Predict, anticipate, evaluate and use features by category of environment for route planning and navigation in unfamiliar areas.	b. Demonstrate proficiency in understanding and dealing with environmental concepts as they relate to advanced travel c. Apply environmental concepts to virtual environments and maps d. Communicate using clear definitions, vocabulary and symbols
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O&M CCCR Standard 2: Sensory Development

Students who are blind, visually impaired or deafblind will utilize sensory information to perceive, experience and integrate physiological responses in order to access the environment, gain and communicate information, plan and to execute goal oriented movement safely, efficiently and independently through all environments.

- **Rationale:** The sensory system is at the heart of all learning. Gathering and interpreting sensory clues is part of orienting in space, recognizing landmarks and acting on the environment. For the child who is blind or visually impaired, perceiving through the tactile system, which has a much smaller span of perception, requires more experience and time pairing senses together to form concepts and impressions. Sensory skills are used in gathering travel and safety related information. Literacy through braille, large print, voice and tactile diagrams is accomplished through the sensory systems. Sight is the sense that integrates all other sensory input for those who have it. For students who are blind/visually impaired, the tactile system is the greatest integrator. Hearing and vision, the two distance senses, warn us of impending/approaching danger. Without one or the other, more experience is needed to learn how to use the other senses for safety cues.
- **Wisconsin State Standards Alignment**
 - WMELS: HEALTH AND PHYSICAL DEVELOPMENT C EL.1: Uses senses to take in, experience, integrate, and regulate responses to the environment.
 - WMELS: EXPLORATION, DISCOVERY AND PROBLEM SOLVING; A.EL1: use multi-sensory abilities to process information.
 - WMELS: PHYSICAL EDUCATION PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
 - WMELS COGNITION AND GENERAL KNOWLEDGE/Exploration, Discovery, and Problem Solving: Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills
 - Use multisensory skills to process information and increase and create new meanings as memory increases A.IL.1-2)

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

By the end of age of 24 months , children who are blind, visually impaired or deafblind will be able to:		
Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
O&M Standard 2: Sensory Development	<p>O&M-S2-24A</p> <p style="text-align: center;">Vision</p> <ol style="list-style-type: none"> 1. Use vision to perceive experience, integrate, and regulate responses to the proximal environment. 2. Use visual skills with motor skills to achieve a goal. 	<p>Use vision to recognize explore the environment</p> <ol style="list-style-type: none"> a. Recognize familiar and unfamiliar people, places and things objects b. Orient to familiar surroundings c. Prefer favorite items d. Recognize common features of environmental objects e. Perceive and interact with distance (beginning time-distance awareness) and depth (play on slide, swings & climber) f. Keep track of where caregivers are (attunement/relative position of others, surveillance.) g. Track moving objects h. Visually imitates movements i. Notice important environmental features such as drop-offs/steps, handrails, grass, sidewalks (landmarks) j. Notice objects in near space path to avoid k. Notice if furniture is moved or out of place l. Notice print letters, signs and pictures in the environment
	<p>O&M-S2-24B</p> <p style="text-align: center;">Auditory</p> <ol style="list-style-type: none"> 1. Use audition to perceive, experience, integrate, and regulate responses to the proximal environment 2. Use auditory skills with motor skills to achieve a goal. 	<ol style="list-style-type: none"> a. Use audition to recognize familiar and unfamiliar people, places and things b. Orient to and move toward a sound source c. Know if sound source is moving toward or away d. Recognize common sounds in the home environment; i.e. phone dryer, wash-machine, refrigerator hum, microwave beeps, doorbell, running water, toilet flush etc. e. Recognize common outdoor sounds; i.e. cars, lawnmower, airplane, birds f. Track moving objects g. Listen for information in near and proximal space

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<ul style="list-style-type: none"> h. React to unfamiliar sounds i. Seek secondary sensory input to give meaning to sounds j. Use sounds for orientation purposes (landmarks) k. Imitates sounds, i.e. people sounds; animal sounds l. Listen for echoes; play with sound m. Listen for dropped objects to hit the floor
O&M-S2-24C	Touch	<ul style="list-style-type: none"> 1. Use touch to perceive, experience, integrate, and regulate responses to the proximal environment 2. Use tactile skills with motor skills to achieve a goal. 	<ul style="list-style-type: none"> a. Use touch to recognize familiar and unfamiliar people, places and things b. Recognize common objects and personal items tactually; i.e. cup, spoon, toy, shoes c. Orient/position a toy for play d. Prefer / name favorite textures /surfaces e. Communicate preference for kinds of touch f. Begin to discriminate / characterize basic characteristics of a few common objects and how they are used g. Begin matching textures h. Respond to temperature i. Recognize environmental features: flooring, wall covering, corners, furniture j. Use touch to orient in space/ identify landmarks k. Put back to the wall; lean against objects l. Trail with hands on a wall for short distances m. Perceive and respond to pressure n. Perceive/ look for braille in the environment
O&M-S2-24D	Proprioceptive/kinesthetic	<ul style="list-style-type: none"> 1. Use proprioceptive and kinesthetic feedback to perceive experience, integrate, and regulate physiological responses to the proximal environment. 2. Respond to and use proprioceptive/kinesthetic input while moving through space to achieve a goal. 	<ul style="list-style-type: none"> a. Seek needed sensory input for calming and alerting b. Move independently against gravity c. Know where body parts are in space without looking d. Follow simple directions involving position of body in space e. Begin to regulate force on objects (gentle, hard) f. Balance in a variety of positions g. Differentiate between big movements and small movements, i.e. "take a big step; little step." h. Use relevant vocabulary to label movements and feelings

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 2: Sensory Development	O&M-S2-24E	Vestibular	<ol style="list-style-type: none"> 1. Use vestibular input to perceive, experience, integrate, and regulate body position in response to the proximal environment 2. Respond to and use proprioceptive/kinesthetic input while moving through space to achieve a goal. 	<ol style="list-style-type: none"> a. Know when body is moving and still b. Change speed of movement to match activity; i.e. time-distance awareness c. Regain balance after falling or twirling d. tolerate head in different various positions/planes e. Integrate and enjoy a variety of movements with feet off the ground f. Tolerate and enjoy a range of speeds of movement g. Recognize acceleration/deceleration h. Request “fast” and “slow” i. Stop on command (occasionally) j. Maintain balance on subtly uneven surfaces (floor to carpet)
	O&M-S2-24F	Olfactory	<ol style="list-style-type: none"> 1. Use smell to perceive, experience, integrate, and regulate responses to the proximal environment. 2. Respond to and use olfactory input while moving through space to achieve a goal. 	<ol style="list-style-type: none"> a. Demonstrate awareness of the presence of smells b. Recognize and name familiar smells c. Alert to unfamiliar smells and question safety d. Expect /anticipate specific smells in home; i.e. favorite foods, caregiver scent e. Recognize specific places by smell (soap=bath; yummy food = kitchen)
	By the end of age 4 years, children who are blind, visually impaired or deafblind will be able to:			
O&M-S2-4A	Vision	<ol style="list-style-type: none"> 1. Use vision to perceive experience, integrate, and anticipate input and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks. 	<ol style="list-style-type: none"> a. Apply visual skills in multiple familiar indoor and outdoor environments b. Use vision to establish and maintain orientation in familiar indoor and outdoor environments c. Visually identify dangers in familiar environments; recognize and respond to steps, drop-offs & obstacles d. Use vision to identify features of familiar buildings, such as home and school; i.e. hallways, rooms, drinking fountains, steps, etc. e. Look in the direction someone is pointing or facing (shared visual attention) f. Perceive, recognize and use pictorial signage (restroom icons, shapes) g. Scan and track systematically h. Demonstrate visual motor integration for some fine & 	

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<ul style="list-style-type: none"> gross motor tasks i. Use visual adaptations for photophobia, i.e. sunglasses, visor j. Independently moves closer to objects to improve image k. Look through tubes to locate object (pre-monocular skills) l. Play with magnifier m. Point to named objects n. Perceive signage
O&M-S2-4B	Auditory	<ol style="list-style-type: none"> 1. Use audition to perceive experience, integrate, and anticipate input and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar objects, settings or tasks. 	<ol style="list-style-type: none"> a. Apply auditory skills (awareness, recognition, need for action) in multiple familiar environments b. Track moving sound in distant space c. Approximate alignment and move toward source d. Gauge distance in general terms: close, near, far, way far away e. Chase moving sound source f. Identify more complex outdoor environmental sounds; i.e. school bus, garbage truck, trucks; night sounds: crickets, frogs, owl g. Identify more complex indoor environmental h. Use echoes to avoid large objects i. Align body (face) a sound: ; put back to a sound j. Identify location of source as front, back, left, right, near, far in relationship to own body source k. Point to a sound source
O&M-S2-4C	Touch	<ol style="list-style-type: none"> 1. Use tactile skills to perceive, experience, integrate, and anticipate input and plan responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar settings, objects or tasks. 	<ol style="list-style-type: none"> a. Apply tactile skills in multiple familiar environments b. Name temperatures as experienced c. Name/match textures of the ground surface in home and outside; i.e. carpet with hands and underfoot d. Identify common outdoor structures: sidewalk, grass, sidewalk curb. e. Obtain information about the likeness and differences of objects and know what they are used for f. Recognize commonly used in-home objects g. Differentiate own shoes from siblings' h. Categorize characteristics of objects i. Use touch to recognize familiar and unfamiliar people, places and things

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 2: Sensory Development			<ul style="list-style-type: none"> j. Recognize common objects tactually; i.e. cup, spoon, toy k. Use touch to recognize basic shapes, textures, temperature l. Perceive signage m. Initiate social touch n. Track a line of braille signage with both hands o. Use a tactile search for objects out of reach p. Hold on to a cane
	O&M-S2-4D Proprioceptive/kinesthetic	<ul style="list-style-type: none"> 1. Use proprioceptive and kinesthetic feedback to perceive experience, integrate, and anticipate input and plan physiological responses to environmental demands. 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar settings, objects or tasks. 	<ul style="list-style-type: none"> a. Apply proprioceptive and kinesthetic skills in multiple familiar environments b. Regulate the use of force on an object; i.e. how much effort to push/pull heavy object c. Organize body parts for skilled movements d. Hold on to and move with a moving object e. Extend a cane in front; move it back and forth f. Follow directional concepts with body parts for gross and fine motor movements or whole self through space g. Use time-distance awareness in familiar routes h. Take a line of direction from a wall
	O&M-S2-4E Vestibular	<ul style="list-style-type: none"> 1. Use vestibular input to perceive experience, integrate, and anticipate body position and movement through space and plan responses to environmental demands 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar settings, objects or tasks. 	<ul style="list-style-type: none"> a. Apply vestibular movements skills in multiple familiar environments b. Integrate vestibular system with auditory and visual systems c. Know when body is turning; turn corners purposefully d. Estimate the degree of turn body is making e. Approximate turns with only feet in contact with environment f. Know where body is in space, calculate speed of movements toward an object g. Play on playground swings or merry go round

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M-S2-4F	Olfactory	<ol style="list-style-type: none"> 1. Use smell to perceive, experience, integrate, and anticipate input and plan responses to environmental 2. Extend learning by using senses to process, generalize and apply prior learning to unfamiliar settings, objects or tasks. 	<ol style="list-style-type: none"> a. Apply olfactory skills in multiple familiar environments b. Utilize smells for orientation and personal safety c. Use familiar smells as cues to orient and re-orient in familiar indoor environments d. Know some smells that indicate danger (hot, fire) e. Demonstrate a preference for favorite smells
By the end of grade 3/age 9, children who are blind, visually impaired or deafblind will be able to:			
O&M-S2-3A	Vision	<ol style="list-style-type: none"> 1. Integrate all senses to perceive experience, evaluate and draw conclusions from input in familiar residential environments. 2. Isolate senses for specific purposes in orientation and for safe and efficient, independent travel. 	<ol style="list-style-type: none"> a. Use vision to establish and maintain orientation b. Name eye condition and functional implications c. Visually identify dangers in familiar environments d. Use vision to identify features of a residential area <ol style="list-style-type: none"> a. street crossings
O&M-S2-3B	Auditory		<ol style="list-style-type: none"> a. Locate, identify and discriminate information from sounds b. Use sound cues to identify dangers c. Use echolocation to stay between walls in a familiar hallway (without physical contact) d. Understand sound masking e. Point toward distant sound sources f. Identify and label environmental sounds g. Locate intersecting halls or recess through echo detection h. Demonstrate object perception to detect large openings i. Use familiar sounds in orientation j. Walk next to parallel traffic, keep track of relative position of streets while turning a corner
O&M-S2-3C	Touch		<ol style="list-style-type: none"> a. Interpret and respond to tactile information using hands, feet, and body b. Interpret and react to tactile information when using a pre-cane, cane, walker, or wheelchair c. Locate intersecting halls through wind/breeze/air movement d. Use age-appropriate systematic search patterns

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M-S2-3D Proprioceptive/kinesthetic		<ul style="list-style-type: none"> a. Demonstrate awareness of position of body parts and monitor their movement in space b. Accurately complete turns c. Accurately makes quarter, half and full turns d. Correct from veers with assistance e. Demonstrate time-distance awareness f. Identify inclines, declines and lateral slopes
O&M-S2-3D Vestibular		<ul style="list-style-type: none"> a. Demonstrate awareness of position of body parts and monitor their movement in space b. Accurately complete turns <ul style="list-style-type: none"> a. accurately makes quarter, half and full turns
O&M-S2-3E Olfactory		<ul style="list-style-type: none"> a. Use scents for orientation b. Use the sense of smell to detect danger
By the end of grade 7, children who are blind, visually impaired or deafblind will be able to:		
O&M-S2-7A Vision	<ul style="list-style-type: none"> 1. Use all sensory input to confirm or contrast thinking in the cognitive construct of a more complex environment and to travel safely and efficiently in semi-business areas. 	<ul style="list-style-type: none"> a. Visually identify dangers in unfamiliar environments b. Use vision to read business area traffic c. Use visual memory for orientation d. Maximize use of residual vision when traveling
O&M-S2-7B Auditory		<ul style="list-style-type: none"> a. Use sound cues and echo location for orientation b. Use sound to read vehicle flow and traffic control systems at intersections c. Keep a parallel street in close proximity while walking along a sidewalk d. Use sounds to determine distance of on-coming traffic and other moving sounds e. Use sound to maintain line of travel for alignment and position at intersection f. Locate intersecting halls or recesses through echo detection g. Apply time-distance awareness while walking/moving
O&M-S2-7C Touch		<ul style="list-style-type: none"> a. Use touch for orientation in unfamiliar settings b. Discriminate more complex tactile information c. Understand the impact of clothing on masking tactile cues

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

By the end of grade 12, children who are blind, visually impaired or deafblind will be able to:		
O&M-S2-12A	Vision	<ol style="list-style-type: none"> 1. Use sensory input selectively, collectively, and cooperatively to choose, judge, select, assess, explain and evaluate action plans related to safe and efficient independent travel in all familiar and unfamiliar environments.
O&M-S2-12B	Auditory	<ol style="list-style-type: none"> a. Demonstrate proficient use of vision to establish and maintain orientation and safety when travelling in complex environments b. Understand and explain the features and use of low vision devices
O&M-S2-12C	Touch	<ol style="list-style-type: none"> a. Demonstrate proficient use of hearing to establish and maintain orientation and safety when travelling in complex environments b. Use sound to “read” traffic flow at high speed and heavy volume intersections c. Understand the characteristics of electronic travel devices in providing or enhancing auditory information d. Detect building lines e. Use traffic for line of travel and orientation purposes
		<ol style="list-style-type: none"> a. Understand the use of alternative travel devices b. Be aware of changes in tactile sensitivity due to weather and environmental conditions

O&M CCCR Standard 3: Orientation and Mapping

Students, who are blind, visually impaired or deafblind will apply a variety of visual and non-visual, low-tech and high-tech strategies and tools to gather information and integrate spatial and environmental concepts with skills in order to plan, convey and execute safe, efficient and independent travel in all familiar/unfamiliar environments.

- Rationale: Orientation and mapping skills for sighted students is a cognitive process of categorizing, analyzing and calculating the information received through the visual sense and comparing it to previous spatial and experiential knowledge. For a child who is blind or visually impaired, the ability to interpret a simple map tactilely may take years of practice. The ability to utilize adapted technology for mapping, route planning and orientation are the skills of the 21st century.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

- Wisconsin Standards Alignment
 - WMELS: Children in Wisconsin will understand and use early mathematical concepts and logical thinking processes to extend their learning.
 - MEDIA AND TECHNOLOGY LITERACY: Students in Wisconsin will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems
 - B. Information and Inquiry: Students in Wisconsin will access, evaluate, and apply information efficiently and effectively from a variety of sources in print, nonprint, and electronic formats to meet personal and academic needs.
 - COMMON CORE STATE STANDARD: MATH
 - K-Geometry: identify and describe shapes.
 - 3-Number and Operations: develop understanding of fractions
 - COMMON CORE STATE STANDARDS FOR LITERACY IN ALL SUBJECTS
 - 3RD Grade: use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of text.
 - 5th Grade: draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - 12th Grade: integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any data discrepancies.
 - SOCIAL STUDIES, STANDARD A: GEOGRAPHY
 - A.4.1 Use reference points, latitude and longitude, direction, size, shape and scale to locate positions on various representations of the earth's surface.
 - A.4.5 use atlases, databases, grid systems, charts, graphs and maps to gather information about the local community, Wisconsin, the United states, and the world
 - A.8.2 Construct mental maps of selected locales, regions, states and countries and draw maps from memory, representing relative location, direction, size and shape
 - A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images and three-dimensional models.

By the end of age 24 months, children who are blind, visually impaired or deafblind will be able to:

O&M Standard 3: Orientation and	Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
	O&M-S3-24A Orientation	1. Remain oriented in familiar indoor environments by using sensory information, spatiotemporal concepts, landmarks and clues.	a. Recognize familiar places through sensory input, clues and object-symbols b. Orient to sound sources c. Perceive space in 360 degree circle around body d. Anticipate activities that take place in specific locations e. Identify circles and squares shapes in the

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<p>environment or books</p> <ul style="list-style-type: none"> f. Can get back to a familiar starting place g. Can use position of stationary object to identify own place in space h. Recognize and common features of familiar environments i. Sequence landmarks along a familiar route
O&M –S3-24B	Mapping	<ul style="list-style-type: none"> 1. Map body and familiar near space. 	<ul style="list-style-type: none"> a. Demonstrate body mapping through routine activities such as pushing an arm through a sleeve b. Demonstrate mapping of proximal space; i.e. look for toys/objects placed in specific location c. Demonstrate near-range object to object relationships d. Recognize relationships between destinations and the time it takes to get there e. Evaluate progress toward a destination through sequencing in familiar space
By the end of age 4 years, children who are blind, visually impaired or deafblind will be able to:			
O&M-S3-4A	Orientation	<ul style="list-style-type: none"> 1. Use landmarks and clues to reorient in familiar indoor environments and develop routes between familiar features in indoor and outdoor environments. 2. Learn short routes between familiar features in indoor and outdoor environments. 	<ul style="list-style-type: none"> a. Demonstrate body to objects, object to objects and object to body relationships b. Use familiar sounds in orientation (awareness, identification and localization) c. Find and recognize simple shapes and spatial relationships in the environment d. Travel in straight line; count steps up to 25 e. Ask and answer questions about activity and positions of self and objects f. Use landmarks and clues to establish and maintain orientation in near space g. Use age appropriate systematic search patterns h. Recognize when familiar objects are out of place i. Describe relative positions of objects j. Interpret 3-D models of shapes k. Demonstrate a beginning understanding of some simple shapes and their application to travel paths

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<ul style="list-style-type: none"> i. Search for expected landmark
	O&M-S3-4B	Mapping	<ul style="list-style-type: none"> 1. Use known environmental patterns, age – appropriate information seeking skills and exploratory behaviors to formulate impressions in new environments.
			<ul style="list-style-type: none"> a. Make ½ turn in relation to wall b. Put back to wall or side to wall when asked c. Travel the perimeter of a room with prompts d. Ask for and follow simple directions to a location e. Maintain mental image of location of self and objects f. Visually or tactually trace straight and curvy lines comparable to lines on a map. g. Place finger above and below given line when asked h. Expect specific features in specific places, e.g. a door handle on a door i. Apply previous knowledge of environmental concepts and features; e.g. expect consistent cause/effect relationships in the environment, such as a door to open and close; a water fountain to produce water when activated; a doorbell to ring.
By the end of grade 3/age 9, children who are blind, visually impaired or deafblind will be able to:			
O&M-S3-3A	Orientation	<ul style="list-style-type: none"> 1. Develop and apply strategies for reorienting in familiar indoor and outdoor environments. 	<ul style="list-style-type: none"> a. Locate a dropped object b. Apply self-familiarization techniques to orient to unfamiliar environments c. Understand how one’s own position relates to the position of objects when turning and how points of view differ between individuals facing a different direction. d. Utilize sequential landmarks to assist with orientation e. Ask and answer key questions related to a simple map f. Travel to a familiar destination g. Develop the concept of a city block h. Identify location of objects/streets after change in body position i. Apply the concept of fractions to mid-block

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

Standard 3: Orientation and Mapping			<ul style="list-style-type: none"> destinations j. Apply concepts of numerology to the address system k. Estimate time-distance relationships l. Use compass directions, laterality and sun position to establish position with assistance
	O&M-S3-3B	Mapping	<ul style="list-style-type: none"> 1. Demonstrate simple mapping skills by using and constructing simple representations of familiar space and environment. 2. Use internet and media tools to obtain information related to mapping skills.
			<ul style="list-style-type: none"> a. Interpret and use a simple map with a grid pattern b. Translate experience in a familiar area to create a map c. Apply positional and relational concepts to map reading skills. d. Plan a route from a map; estimate the time it will take to complete it e. Use a variety of information gathering methods & tools (verbal, phone, internet), to obtain relevant and specific information
<p>By the end of grade 7/age 13, children who are blind, visually impaired or deafblind will be able to:</p>			
	O&M-S3-7A	Orientation	<ul style="list-style-type: none"> 1. Use variety of orientation skills to orient and re-orient in familiar residential areas and apply skill set in unfamiliar semi-business areas with supervision.
			<ul style="list-style-type: none"> a. Develop information seeking strategies b. Locate and access information sources c. Integrate d. Imagine action in virtual or distant environments; i.e. if planning a trip to a distant city e. Orient to a more complex environment f. Locate specific destination by address g. Use technology to access a map; aerial /satellite images h. Interpret more complex maps; convey information through verbal / written description using relevant vocabulary i. Construct a mental map of a familiar area j. Recognize geometric shapes in their 2D and 3D forms k. Independently use systems of space, time, numbers and position to establish position in

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			space relative to travel objective
O&M-S3-7B	Mapping	1. Integrate mapping skills into new and virtual environments.	<ol style="list-style-type: none"> a. Create and label a map and use it to answer questions and to plan and travel within a calculated time frame. b. Apply mapping skills to web based map or global positioning technology
By the end of grade 12, age 18/21, children who blind, visually impaired or deafblind will be able to:			
O&M-S3-12A O&M-S3-12B	Orientation Mapping	1. Generalize, apply, evaluate, and explain task-specific orientation & mobility skills and tools used to plan and execute safe and efficient, independent travel across all environments under all conditions.	<ol style="list-style-type: none"> a. Use tactile, auditory, and visual maps in unfamiliar settings b. Explain route patterns accurately to others using representations and relevant vocabulary c. Pursue, evaluate and select info from a variety of print, non-print, and electronic formats d. Orient to unfamiliar settings and proceed to a predetermined destination e. Integrate multiple sources of information to plan complex routes in distant, unfamiliar or virtual cities

O&M CCCR Standard 4: Formal and Travel Techniques:

Students, who are blind, visually impaired or deafblind will use visual and non-visual compensatory strategies, techniques and tools to compensate for vision's role in traveling safely, efficiently and independently in all environments commensurate with age/grade level peers.

- Rationale: Efficiency and safety in travel is at the heart of the skills needed for independent living, gaining and maintaining employment and having access to recreational and social activities. They have a high correlation to quality of life and self-esteem. Whether a pedestrian, user of an adapted mobility device or under power, the ability to travel safely in familiar or unfamiliar indoor and outdoor environments depends on a significant curriculum of sequential instruction. These skills require significant sequential instruction and practice especially as the learning environment expands to include business areas and complex street crossings.
- Wisconsin Standards Alignment:
 - PHYSICAL EDUCATION PK-12 Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

- PHYSICAL EDUCATION: 1:3:A1-Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.
- WMELS: HEALTH AND PHYSICAL DEVELOPMENT B EL.1a-1b: moves with strength, control, balance, coordination, locomotion and endurance.
- WMELS: COGNITION AND GENERAL KNOWLEDGE/SCIENTIFIC THINKING: Children in Wisconsin will understand and use scientific tools and skills to extend their meaning (use observation and tools to gather information).
 - A. Exploration, Discovery, and Problem solving: Children in Wisconsin will develop their capacity to use cognitive skills as a tool to acquire knowledge and skills. These skills include reasoning, reflection and interpretation.
- COMMON CORE STANDARDS: MATH
 - 3-Geometry: Reason with shapes and their attributes
 - 7-Geometry: Draw, construct and describe geometrical figures and describe the relationships between them

By the end of 24 months, children who are blind, visually impaired or deafblind will be able to:

O&M Standard 4: Travel Technique and Route Navigation	Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
	O&M-S4-24A Travel Technique	<ol style="list-style-type: none"> 1. Apply age-expected fundamental fine and gross motor patterns to goal directed movement across near space in familiar indoor and outdoor environments with safety supervision. 2. Demonstrate age-appropriate formal techniques related to O&M. 	<ol style="list-style-type: none"> a. Balance or move one major body part b. Move from one position to another c. Move purposefully whole body through space d. Use an object as a tool (spoon, drum stick, toothbrush) e. Search for dropped objects f. Protect head/face using appropriate strategy g. Use body or device (tools) to extend reach h. Attempt to preview surface i. Progress down the sidewalk with hand held j. Find edges of grass and cracks visually or tactually k. Ascend and descend steps by crawling l. Intermittently trail the wall with one or two hands m. Explore new environments n. Demonstrate age appropriate grasp-release patterns o. Use modified guided travel techniques p. Approximate a modified upper hand and forearm technique as bumpers

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation			
	O&M-S4-24B Route Navigation	1. Use spatiotemporal and environmental concepts and sensory information to independently move toward desired object and return to starting place.	<ul style="list-style-type: none"> a. Communicate desired destination through verbal and non-verbal body language b. Anticipate routine destinations c. Recognize familiar objects along familiar routes d. Move away from and back to a starting point e. Move toward and away from caregiver when called f. Understand that an object represents an activity that takes place in a specific location g. Independently move toward specific, familiar locations; i.e. bathtub, door, chair, etc. in the home / daycare h. Demonstrate rudimentary time-distance awareness
	O&M-S3-24C Traffic Pattern Concepts	1. Use sensory information to stay on paths (line of travel) and avoid collisions.	<ul style="list-style-type: none"> a. Track moving objects and people b. Respond to and anticipate the approach of a moving object or person c. Move along familiar paths avoiding stationary obstacles
	O&M-S4-24D Street Crossings	1. Begin to understand that cars use streets and people use sidewalks.	<ul style="list-style-type: none"> a. Identify the presence of cars by sound or sight. b. Know sound of truck vs car c. Begin to identify “quiet” from “noisy” d. Equate streets and cars with danger or need for caution. e. Move away from street when directed f. “Stop” on command g. Turn on to intersecting sidewalks, driveways with prompt and adult safety supervision.
	By the end of age 4 years, children who are blind, visually impaired or deafblind will be able to:		
O&M-S4-4A Travel Technique	1. Travel to desired location using developmentally appropriate tools and formal techniques in familiar indoor and outdoor environments.	<ul style="list-style-type: none"> a. Demonstrate functional posture and gait on flat surfaces, inconsistent surfaces and stairs b. Demonstrate age-appropriate motor skills; e.g. jump from platform, walk on tiptoe, hop on one foot; walk on line, dance, use playground 	

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation			<p>equipment</p> <ul style="list-style-type: none"> c. Grade movements and judge grasp-force relationships d. Move to a desired location e. Recognize when problems occur f. Use age appropriate formal techniques; e.g., modified human guide, tactile foot trail; hand trail; protective techniques, looking for dropped objects, narrow passage, door technique with guide g. Use pre-cane or cane as developmentally appropriate h. Use senses for exploration and environmental awareness i. Use wheelchair/walker with assistance j. Extend reach with object or cane k. Get into car seat with assistance l. Step around perceived objects in pathway and between door jambs without bumping m. Open and close simple doors for passage n. Travel between grass lines using visual or tactual perception o. Ascend/descend steps in crawling, walking or seated position p. Consistently trail the wall with hand q. Square off / align r. Demonstrate cane handling skills, diagonal technique, modified touch in indoor and outdoor environments with prompts s. Enter/exit vehicle t. Perceive & indicate approaching cars u. Listen and identify “quiet” streets/intersections
	O&M-S4-4B Route Navigation	<p>1. Know and use routine, goal-directed routes in familiar indoor and outdoor environments.</p>	<ul style="list-style-type: none"> a. Moves to and between rooms in familiar buildings, home, daycare, centers b. Retrieve objects and put them back where they belong c. Transfer movement skills between environment d. Explore new environments e. Listens/looks both ways at intersection for quiet;

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation			<p>crosses with adult</p> <ul style="list-style-type: none"> f. Counts steps and understands relative/changing distance while walking (getting closer, further away) g. Counts objects with one-to-one correspondence (100 by end of kindergarten) h. Safely navigate around obstacles in familiar places (stairs, corners, furniture) i. Recognize unexpected issues, e.g. didn't get to right location, object is in the way, feel unsure or lost
	O&M-S4-4C Traffic Pattern Concepts	<ul style="list-style-type: none"> 1. Follow directions to merge with pedestrian flow and stay away from streets/cars. 	<ul style="list-style-type: none"> a. Move to the side (right) on sidewalks or in hallways to make room for other people b. Inhibit self from walking into street or driveways c. Look to adult for verification or guidance when unsure or when hearing traffic sounds d. discriminate between traffic sounds and other sounds, e.g. lawnmower, airplane, snow blower e. Expect landmarks in a specific sequence along a route
	O&M-S4-4D Street Crossings	<ul style="list-style-type: none"> 1. Cross the street with an adult. 2. Stay on the sidewalk between grass lines and stop at the corner, given "within reach" safety supervision. 	<ul style="list-style-type: none"> a. wait for adult's hand at curb b. judge distance between self and curb and stay back from curb c. look and listen to identify noisy and quiet intersections d. respond to "stop" and "wait" on command e. position cane where drivers can see it when coached
	By the end of grade 3/age 9, children i who are blind , visually impaired or deafblind will be able to:		
O&M-S4-3A Travel Technique	<ul style="list-style-type: none"> 1. Use travel techniques, skills and tools to manage self and travel safely and efficiently across multiple residential environments, consistent with the developmental expectations for all children. 	<ul style="list-style-type: none"> a. Follow proper sighted guide technique b. Move in a line as a line leader or a follower c. Demonstrate a basic understanding of the uses of the long cane or adaptive mobility device as tools with functional purpose d. Establish and maintain posture and balance while travelling with or without a cane e. Travel safely and independently in a familiar 	

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation			<p>indoor environments (e.g. school)</p> <ul style="list-style-type: none"> f. Use the full range of beginning O&M skills to travel safely and independently in familiar indoor and outdoor environments g. Use all basic cane techniques: touch, trail, ascending/descending stairway, diagonal h. Handle the cane safely and efficiently in a variety of social situations and environments; i.e. restaurant, car, booth, etc. i. Enter and exit a car j. Demonstrate emerging and applied sidewalk travel skills k. Ride a bus to a specific location, with social-safety supervision l. Apply some travel skills at night and during a variety of weather conditions m. Develop and apply problem solving skills while walking familiar routes n. Estimate mid-block o. Understand intersecting lines, hallways, sidewalks, streets (grid patterns) p. Use wheelchair/walker with occasional assistance in indoor environments
	<p>O&M-S4-3B Route Navigation</p>	<p>1. Apply specific orientation techniques to familiar indoor and outdoor routes using simple grid concepts, straight, single and multiple turn routes and return routes.</p>	<ul style="list-style-type: none"> a. Demonstrate the use of the address system by noting ascending/descending and odd/even numbers b. Use specific language for orientation concepts c. Detect intersecting halls/openings d. Detect building line e. Utilize traffic for line of travel f. Demonstrate beginning/emerging block orientation skills using compass directions and street names g. Demonstrate knowledge of grid patterns h. Demonstrate emerging knowledge of the structural concepts of a normal intersection i. Plan and travel basic route and return route patterns: I, L j. Demonstrate functional understanding of beginning traffic pattern concepts (e.g. lane

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

		<ul style="list-style-type: none"> usage, one-way/two-way streets, turning cars) k. Recognize basic traffic controls (e.g. stop signs, traffic lights) l. Describe pedestrian safety rules m. Crosses residential streets with safety supervision n. Use traffic for basic alignment/direction o. Corrects from veers with step by step assistance
<p>O&M-S4-3C Traffic Pattern Concepts</p>	<p>1. Demonstrate emergent understanding of lane usage, travel paths and how traffic is controlled at intersections applicable to residential area travel.</p>	<ul style="list-style-type: none"> a. Identify right/left lanes while facing opposite directions b. Know that on a two lane/two way road one lane is used for each direction and cars travel in the right lane c. Recognize that pedestrian flow and traffic flow both use the “stay to the right” pattern, though pedestrian travel can be inconsistent d. Understand what a turn lane is used for e. Explain the appropriate action for a car and pedestrian at an intersection controlled by stop signs
<p>O&M-S4-3D Street Crossings</p>	<p>1. Understand and use basic residential area traffic pattern concepts at intersections, identify safe time to cross and apply appropriate travel techniques in familiar areas, with safety supervision.</p>	<ul style="list-style-type: none"> a. Initiate a crossing when the intersection is “quiet”. b. Point to a car, track and explain its location in relative terms c. Identify a car going straight through an intersection and one that is turning d. Apply emergent understanding of grid patterns to street configurations e. Use the cane appropriately before, during and after a street crossing f. Apply emergent knowledge of patterns to remain oriented or reorient after crossings
<p>By the end of grade 7/age 13, children who are blind , visually impaired or deafblind will be able to:</p>		

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation	O&M-S4-7A Travel Technique	<p>1. Manage travel demands specific to residential and semi-business environments using skills, tools and adaptations, remaining safe and oriented consistent with the developmental expectations of all children.</p>	<ul style="list-style-type: none"> a. Apply safe and proficient use of cane techniques across environments, including rural b. Give instruction to a sighted guide c. Analyze an unfamiliar indoor environment and apply techniques of travel that ensure safety and efficiency d. Travel safely and independently in residential neighborhoods applying and generalizing knowledge of the structural concepts of a grid pattern in familiar and unfamiliar environments e. Safely and independently cross residential streets f. With supervision travel safely in semi-business or commercial areas g. Travel safely in adverse weather conditions in familiar environments h. Travel a familiar route safely at night i. With supervision, use public transportation j. Correct from veers without significant assistance k. Travels safely at night with age level expectations for safety supervision l. Use travel and vision aids independently m. Plan and travel routes using a combination of public transportation and pedestrian travel with minimal assistance n. Use wheelchair/walker in outdoor environments o. Shift perspective and apply recovery techniques after veering
	O&M-S4-7B Route Navigation	<p>1. Apply concepts of orientation, directionality and compass directions to understand and travel complex grid and route patterns through residential and semi-business areas.</p>	<ul style="list-style-type: none"> a. Understand, explain and apply knowledge of the structural concepts of a residential block and grid pattern to route planning and travel b. Create a more complex map and describe relationships between important features, landmarks or destinations c. Communicate routes in step by step, sequential directions and predicts travel time d. Plan and travel complex routes and return routes: Z, U using compass directions and

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M Standard 4: Travel Technique and Route Navigation			<p>street names</p> <ul style="list-style-type: none"> e. Use multiple sources of information to check for accuracy; recognize when a route is flawed or inaccurate f. Use a compass and sun position to establish and verify direction g. Identify near and far lanes of parallel and perpendicular traffic flow h. Demonstrate emerging skills in identifying the traffic patterns relevant to crossing safely at intersections controlled by 2-way, 4-way stops; simple traffic light and uncontrolled intersections i. Use logic and previous knowledge and experience to problem solve environmental variables that inhibit travel plans and plan alternate strategy, e.g. construction, road closings, blocked sidewalks, too much noise to hear
	O&M-S4-7C Traffic Pattern Concepts	<ul style="list-style-type: none"> 1. Demonstrate understanding of lane usage, travel paths and how traffic is controlled at intersections applicable to residential, semi-business and rural areas during daylight and night time conditions. 	<ul style="list-style-type: none"> a. Identify unfamiliar traffic controls using traffic cues and sensory cues b. Identify which cars can make turns and from which lane on one-way and two-way streets c. Keep track of the relative spatial relationship between self, streets, and cars d. Apply appropriate strategies for low light or night time conditions to ensure personal safety and maximize visibility to drivers
	O&M-S4-7D Street Crossings	<ul style="list-style-type: none"> 1. Apply an emergent understanding and application of complex traffic pattern concepts and travel techniques to cross safely at intersections controlled by stop signs and traffic lights in residential and semi-business areas with safety supervision. 	<ul style="list-style-type: none"> a. Recognize expected and unexpected intersections controlled by stop signs and simple traffic lights, and cross 2-3-and 4 lane streets safely and at the appropriate time b. Recognizing when it is not safe to cross. c. Stay within the crosswalk and correct veers d. Use travel tools strategically and appropriately to maintain orientation and safety. e. Activate walk light cycles
<p>By the end of grade 12/age 18/21, children who are blind, visually impaired or deafblind will be able to:</p>			

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

	<p>O&M-S4-12A Travel Technique</p>	<p>1. Demonstrate independent, advanced skill application, analysis, synthesis and fluid evaluation in unfamiliar environments, remaining safe and oriented.</p>	<ul style="list-style-type: none"> a. Apply the use of all cane techniques strategically b. Plan and execute routes to unfamiliar commercial areas c. Use advanced travel techniques with supervision; cross multi-lane streets with high speed and high volume traffic d. Use public transportation independently e. Independently travel to a stated destination from a drop off starting point f. Travel independently at night and in rural areas g. Make & execute arrangements for alternate travel plans in adverse weather h. Use travel and vision aids independently i. Familiarize him/herself to a new community (home base unit) j. Independently use public transportation k. Demonstrate ability solve problems of accessibility and environmental variables. l. Use wheelchair/walker independently in familiar indoor and outdoor environments
	<p>O&M-S4-12B Route Navigation</p>	<p>1. Generalize skills in orientation, travel, problem solving, information gathering and assistance seeking at an advanced level to plan and execute safe and efficient goal directed travel.</p>	<ul style="list-style-type: none"> a. Generalize orientation skills, travel skills, problem solving and assistance seeking skills to new environments b. Compare and choose travel options; check for accuracy before traveling c. Understand the traffic patterns and when it is safe to cross streets in business area with complex traffic patterns and traffic signals and roundabouts d. Negotiate open space in a commercial environment, i.e. gas stations, shopping centers e. Plan routes and follow procedures for bus, train and subway travel using time tables effectively f. Use a variety of technologies to plan complex routes using numbering systems, commercially available maps, and technology applications (Google maps; GPS systems, etc.) g. Travel independency in malls

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<ul style="list-style-type: none"> h. Demonstrate resourceful problem solving to maintain orientation and time lines i. Pursue, evaluate and select info from a variety of print, non-print, and electronic formats j. Look for, identify and accept patterns or structure that informs travel requirements in real and virtual environments
	O&M-S4-12C Traffic Patterns and Street Crossings	1. Demonstrate and communicate advanced knowledge and skill application in unfamiliar or virtual environments that include complex intersections and traffic controls under all lighting and weather conditions.	<ul style="list-style-type: none"> a. Appraise, discriminate, describe and communicate traffic patterns that support the appropriate and safe timing of a street crossing in residential, semi-business and business areas which include complex traffic controls; e.g. traffic lights with turn arrows, turnabouts

O&M CCCR Standard 5: Communication, Personal Safety and Advocacy

Using visual and non-visual strategies, students who are blind, visually impaired or deafblind will demonstrate the ability to access and manage valid information, products and services to enhance/ensure their success in home, school and community by applying communication, personal safety and advocacy skills.

- **Rationale:** All graduates should demonstrate effective communication skills, the knowledge and application of personal safety procedures, and the ability to be an effective self-advocate. Vision impairment and blindness is a low incidence disability that is not well understood by the sighted majority. The student with a visual impairment faces unique challenges. Specific advocacy skills are practiced at developmentally appropriate levels as a child transitions out of the home, to school and community throughout a child's school career and beyond.
- Wisconsin Standards Alignment
 - WMELS: HEALTH AND PHYSICAL DEVELOPMENT A. EL 1a-1d; A.EL.2-3
 - Children Wisconsin will be physically healthy and will be able effectively care for their own physical needs. (sleep, dressing, toileting, eating, safety , healthy lifestyle)
 - LANGUAGE DEVELOPMENT AND COMMUNICATION:
 - A. Children in Wisconsin will convey and interpret meaning through listening and understanding; (B.)Speaking and other forms of communication

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

- INFORMATION AND TECHNOLOGY LITERACY
 - Independent Learning C. 12.1 Pursue information related to various dimensions of personal well-being and academic success
- PHYSICAL EDUCATION STANDARD 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

By the end of 24 months, children who are blind , visually impaired or deafblind will be able to:			
Standard 5: Communication, Personal Safety and Advocacy	Domain	Age/Grade Level Performance Indicator	Sample Student Evidence
	O&M-S5-24A Communication	1. Communicate preferences, needs and emotions to adult or caregiver.	a. Communicate wants and needs through pre-verbal signals, body language and vocalizations (indicate discomfort, fear, negative emotion) b. Participate in enjoyable interactions c. Adapt to sensory experiences d. Identify strangers from family; seeks familiar e. Express desire for independence f. Uses age-appropriate greetings and salutations (hi, bye) g. Communicate about dirty/wet diapers, dirty hand/face, need to use toilet, want food/drink h. Express desire for parent to stay and preference for who should hold him/her i. Respond to the emotion of others
	O&M-S5-24B Personal Safety	1. Demonstrate anxiety, fear, pain, relief and sense of security and well-being.	a. Avoid common household dangers; i.e. hot stove, steps, knives b. React to a stranger differently than to a caregiver c. Respond to voice inflection, e.g. “stop!” vs “Can I have a hug?” d. Seek adult for comfort or security e. Scream, cry or communicate when hurt
	O&M-S5-24C Advocacy	1. Seek out solutions.	a. Recognize some simple problems and their solutions, e.g. stand up after falling; seek mom when hurt; wipe up a spill b. Request or secure favorite items c. Notice other children having issues and seeking solutions d. Communicate/verbalize a problem; lead an adult

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

		<p>to a location</p> <p>e. Point out when pets or siblings are doing something they shouldn't do or when they need help</p>
<p>By the end of age 4 years, children in who are blind, visually impaired or deafblind will be able to:</p>		
<p>O&M-S5-4A Communication</p>	<p>1. Communicate using relevant vocabulary and act with age appropriate independence.</p>	<p>a. Communicate and act with age appropriate independent skills</p> <p>b. Communicates wants and needs through verbal and nonverbal means</p> <p>c. Communicate about space and time, toys, objects, rooms or environment</p> <p>d. Assists in buckling seat restraints</p> <p>e. Recognizes/finds bathrooms/water fountains in public building</p> <p>f. Consistently respond to "stop"</p> <p>g. Ask for more light when needed/asks for sunglasses</p> <p>h. Scribble on paper or braille writer</p> <p>i. Recognize/ anticipate frequented destinations, i.e. Grandma's house, grocery store, day care center, school)</p> <p>j. Recognize and avoids some safety hazards in indoor and outdoor environments; i.e. doesn't reach for knives, watches for fingers getting caught in doors, avoids the street, etc.</p> <p>k. Wait to take a turn</p> <p>l. Talk on the phone with adult assistance</p> <p>m. Answer who, what, why and where questions</p>
<p>O&M-S5-4B Personal Safety</p>	<p>1. Recognize some danger and react accordingly; seek information from adult as to the presence of danger.</p>	<p>a. Reach for adult hand on stairs, near traffic and at curbs.</p> <p>b. Listen and respond to adult directives; e.g. "stop"</p> <p>c. Discriminate and respond to voice inflection</p> <p>d. Remember some basic safety rules</p>
<p>O&M-S5-4C Advocacy</p>	<p>1. Communicate wants and needs selectively to appropriate adult.</p>	<p>a. Seek out different adults for different reasons; i.e. go to Grandma for a treat and Dad for wrestling</p> <p>b. Ask for what is wanted; explain simple reasoning</p> <p>c. With prompting and support, ask and answer</p>

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

		<p>questions about key details</p> <p>d. Employ persistence as a tactic for acquiring</p> <p>a. Ask for clarification, e.g. "why?" e. Get things for him/herself; i.e. something from refrigerator; hat/jacket from closet</p> <p>f. Indicate desire to go someplace; leads adult by the hand to a location</p> <p>g. Identify or implicate sibling by name, pointing or personal effect</p>
By the end of grade 3/age 9, children who are blind, visually impaired or deafblind will be able to:		
O&M-S5-3A Communication	1. Demonstrate age appropriate interactions at home and in public.	<p>a. Develop knowledge, skills and attitudes toward achieving independence.</p> <p>b. Demonstrate appropriate social interactions at home, school and in public</p> <p>c. Interpret result of communication and revise approach if necessary to accomplish goal</p> <p>d. Explain basic safety rules; emergency exits</p> <p>e. Discriminate denominations of coins and bills</p> <p>f. Order something to eat at a fast food counter</p> <p>g. "Read" a menu</p> <p>h. Produce a written/audio/pictorial plan</p> <p>i. Understand and explain personal medical issues and safety implications of eye condition</p> <p>j. Know emergency procedures; i.e. use of phone for 911, escape routes from home and school.</p>
O&M-S5-3B Personal Safety	1. Recognize and avoid common social and environmental dangers.	<p>a. Interpret environmental variables enroute and revise travel plan to ensure personal safety if necessary</p> <p>b. Recognize the "uh-oh" feeling and seek assistance from trusted adult or friend</p> <p>c. Report hazards or unsafe environmental and social conditions to an adult</p> <p>d. Use cane and other tools to facilitate safety</p> <p>e. Recognize unsafe situations for others & seek help if necessary</p>
		a. Explain why something is wanted, the benefits to

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

O&M-S5-3C Advocacy	1. Clearly explain desired outcome and support with details according to the situation.	<ul style="list-style-type: none"> b. self or others; change tactics if not working b. Explain basics of functional vision or visual etiology; e.g. why I use braille or use a cane c. Ask for cane and other tools when needed d. Ask to get closer or change position for better access e. Restate a problem and devise a possible solution f. Explain choice of travel tools, techniques strategies and safety implications for the situation
By the end of grade 7/age 13, children who are blind, visually impaired or deafblind will be able to:		
O&M-S5-7A Communication	1. Communicate concisely for the intended outcome in comfortable situations and to collaborate with others.	<ul style="list-style-type: none"> a. Apply knowledge, skills and attitudes of independence in travel. b. Take age-expected responsibility for independent actions c. Demonstrate appropriate interactions and communication skills with the public d. Demonstrate more complex personal safety rules e. Communicate with the public regarding the use of dog guides or low vision devices f. Demonstrate problem solving strategies; i.e. identify problem, formulate viable solution, evaluate outcome g. Produce a written plan with other students or a partner to a specific location.
O&M-S5-7B Personal Safety	1. Recognize familiar and unfamiliar situations that increase risk for personal safety; seek more information for prevention in unfamiliar settings and apply known safety strategies as appropriate.	<ul style="list-style-type: none"> a. Formulate and communicate action plans prior to an event b. Respect boundaries of others c. Use O&M skills and techniques appropriately to maintain physical safety d. Recognize states of hyper- vigilance, fear and anxiety in self and others and respond appropriately
O&M-S5-7C Advocacy	1. Anticipate and respond effectively to the need for advocacy prior to a situation or activity.	<ul style="list-style-type: none"> a. Plan ahead to find and use a personal shopper or customer service representative b. Hire or secure drivers prior to an event c. Clearly explain a problem and multi-step solution d. Use time-management skills

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			<ul style="list-style-type: none"> e. Translate and communicate route information to drivers using voice and other media f. Actively participate in passive travel by keeping track of and clarifying time-distance-location relationships along a route g. Give and get clear information to and from bus drivers, taxi drivers and hired drivers
By the end of grade 12/age 18/21, children who are blind, visually impaired or deafblind will be able to:			
	<p>O&M-S5-12A Communication</p>	<p>1. Communicate to familiar and unfamiliar entities effectively for all purposes using a variety of media and formats: phone, email, internet, fax, power point, etc.</p>	<ul style="list-style-type: none"> a. Demonstrate an awareness of the intrinsic values and benefits of active participation in the home, school and community b. Independently demonstrate appropriate social interactions with the public c. Independently demonstrate the rules of safe travel in unfamiliar environments d. Advocate on behalf of persons with visual impairments e. Problem solve accessibility f. Apply safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. g. Value independent travel skills for personal enjoyment, work, school and social opportunities.
	<p>O&M-S5-12B Personal Safety</p>	<p>1. Evaluate risk-benefit ratio in unfamiliar situations and apply personal and social safety behaviors.</p>	<ul style="list-style-type: none"> a. Seek help and communicate clearly about needs including location and medical information b. Recognize and avoid situations that are beyond personal boundaries
	<p>O&M-S5-12C Advocacy</p>	<p>1. Advocate for self, family, friends, school and/or community in adult manner.</p>	<ul style="list-style-type: none"> a. Analyze a complex problem by breaking it down into smaller parts b. Understand and connect strategies used by others to solve problems c. Form and communicate solutions d. Evaluate progress toward solutions e. Shift perspective and revise strategy as necessary

Orientation and Mobility Career, College and Community Readiness (CCCR) Standards

			f. Persevere in finding a solution
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