**Anne Arundel County Public Schools**

**Annapolis, Maryland**

**VISION PROGRAM**

**IEP BANK**

###### ORIENTATION AND MOBILITY

GOAL: The student will develop, improve or maintain skills in concepts and pre-cane techniques, \_\_\_\_% of the time.

* Identify body parts and planes
* Demonstrate positional concepts
* Identify laterality of objects or persons
* Use systematic search patterns for locating dropped objects
* Recognize and identify common environmental sounds
* Determine direction of sound
* Move towards the sound
* Determine the location of sound
* Determine the location and distance of sounds
* Identify and use cardinal directions
* Identify and use clues in indoor and outdoor settings
* Identify and use landmarks in indoor and outdoor settings
* Demonstrate direction taking techniques
* Demonstrate systematic search pattern techniques for self familiarization
* Develop awareness of indoor and outdoor numbering systems
* Demonstrate basic sighted guide position
* Demonstrate the technique for changing sides with a guide
* Demonstrate the narrow passages technique
* Demonstrate the technique for negotiating doorways with a guide
* Demonstrate the hines break for refusing aid
* Decide when it is appropriate to use or solicit assistance
* Demonstrate the upper hand and forearm technique
* Demonstrate the lower hand and forearm technique
* Demonstrate the trailing technique

GOAL: The student will develop, maintain, or improve skills in long cane techniques, \_\_\_\_% of the time.

* Name the parts of the cane
* Use the appropriate grip for the diagonal technique
* Position hand and arm correctly while using the diagonal technique
* Use the diagonal technique for trailing a surface
* Change hands while using the diagonal technique
* Travel in a familiar indoor environment using the diagonal technique
* Grip the cane correctly for the touch technique
* Use the appropriate forearm, hand and wrist position for the touch technique
* Move the cane using appropriate vertical and horizontal arcs
* Keep "in step" with the movement of the cane
* Travel a simple route maintaining correct touch technique
* Hold the cane correctly while traveling with a sighted guide
* Trail a wall or object using the touch/diagonal technique
* Maintain a line of direction and locate objective using the touch technique for trailing
* Position cane tip against contacted object
* Rotate his/her hand outwardly and position the cane correctly against object
* Slide free hand down the cane shaft to locate and examine object
* Use the contacted object technique to locate door handles
* Position the cane tip against the base of the first step
* Rotate his/her hand outwardly and position the cane appropriately while moving forward to the step
* Align self and clear the base of the first step
* Move the cane to determine the stair depth and tread length
* Move the cane to the second step and extend arm against the base of that step
* Clears landing and negotiate last step
* Maintain appropriate arm and cane position while ascending stairs
* Position cane tip against base of the first descending step
* Move cane to align self and clear the base of the step
* Move the cane to determine the step depth and tread width
* Position the cane over the edge of the second step and assume the diagonal technique
* Descend the stairs and maintain appropriate cane position
* Contact the landing and clear the area
* Position self near the shoreline and move cane to alternately contact the shoreline
* Use the shorelining technique to locate a perpendicular objective
* Alternately slide the cane tip from in front of the foot to one inch past the shoulder
* Use the touch technique to detect textural changes, drop-offs or blended areas
* Align self to object or surface being trailed
* Drag the cane tip to detect the parallel object and return to opposite shoulder in low arc
* Use the touch and drag technique to locate objective
* Align self to parallel to object to be followed
* Locate objective on a higher level than the walking surface by using the three-point touch technique
* Modify the basic touch technique by moving cane tip over curb to contact grass or sidewalk
* Use appropriate cane techniques in outdoor residential areas for traveling and locating desired objectives
* Use appropriate cane techniques in business areas for traveling and locating desired objectives
* Determine the appropriate cane size
* Demonstrate an awareness of various cane styles
* Identify resources and ordering process

**GOAL: The student will demonstrate visual efficiency techniques for O&M, \_\_\_\_% of the time**.

* Detect and identify various objects and/or features
* Identify approximate size and direction of object and or feature from self
* Identify the approximate distance at which features or objects can first be named
* Move towards, locate or avoid objects
* Identify objects appropriate as landmarks
* Use landmarks for orienting or reorienting self
* Identify the direction of signs from self
* Identify the approximate location and distance of signs from self
* Identify common signs by size, shape, color, category and style
* Identify the best distance or angle for viewing or reading signs
* Recognize and read individual and/or groups of letters, numbers and symbols on signs
* Detect and identify types of terrain changes
* Identify the approximate location and distance from self to terrain changes
* Identify terrain changes as ascending, descending or sloping
* Identify the approximate depth/height of terrain changes
* Safely negotiate terrain changes
* Describe differences in lighting in a variety of indoor and outdoor settings
* Identify affects of various lighting conditions on visual functioning and mobility
* Identify methods for enhancing visual functioning under a variety of lighting conditions
* Identify when an optical device would improve visual functioning for O&M purposes
* Identify the appropriate optical device for various O&M tasks
* Localize and fixate on targets unaided
* Localize and fixate on targets with the optical device
* Maintain focus/focal distance of the optical device
* Scan for, locate and identify selected environmental targets with the optical device
* Trace linear objects to follow or locate a target
* Track people and/or vehicles with the optical device
* Use an optical device for a variety of tasks, in various in or outdoor areas

GOAL: The student will demonstrate skills in transition to a school/campus environment, \_\_\_\_% of the time.

* Board and exit school bus appropriately
* Locate and seat self on school bus
* Identify and locate emergency exit doors on a school bus
* Use/store cane appropriately on school bus
* Identify and locate hallways and rooms
* Identify and locate main entrances
* Identify and locate bathrooms
* Identify and locate stairs
* Identify and locate emergency exits
* Identify and travel various routes to classes
* Identify and locate locker
* Locate and move through cafeteria line appropriately
* Locate counter and return tray
* Locate an available chair and seat self
* Locate locker room areas
* Locate and negotiate bleachers
* Locate and negotiate special areas building
* Solicit assistance from peers/teacher, as needed

GOAL: The student will demonstrate skills in residential travel and street crossings, \_\_\_\_% of the time.

* Identify parallel traffic sounds
* Identify perpendicular traffic sounds
* Identify and discriminate between continuous traffic, lulls, and traffic surge sounds
* Identify turning vehicles
* Identify and describe common objects (block, street, etc.) and their characteristics (size, shape) as found in residential areas
* Identify and demonstrate use of sensory clues
* Identify the variety of possible street layouts and traffic patterns
* Complete and I shaped route
* Complete an L shaped route
* Travel around a square block
* Complete an S shaped route including street crossings
* Travel a variety of specified routes
* Plan and travel a route to locate a specified landmark or objective
* Identify common obstacles encountered in a residential neighborhood
* Use appropriate cane technique for moving around obstacles
* Use appropriate cane technique for exploring obstacles
* Plan an alternate route around obstructions to path of travel
* Locate and use landmarks to assist in orientation in a variety of outdoor residential settings
* Identify and use sensory clues for orienting self within a residential setting
* Use outdoor numbering systems for purposes of orientation in outdoor residential settings
* Use compass directions to obtain, maintain, or regain orientation in an outdoor residential setting
* Systematically relocate sidewalk
* Reposition self on sidewalk and continue walking in desired direction
* Demonstrate modified cane technique for shorelining
* Shoreline to locate an objective
* Contact vehicle and determine its directionality
* Locate door jamb and handle
* Open door and transfer cane to that hand
* Safely enter the car
* Place cane appropriately after entering vehicle
* Safely exit vehicle
* Detect and determine location of curb
* Position cane and align self at curb
* Clear street area for first step and reposition cane
* Identify parallel and perpendicular traffic sounds and lulls
* Maintain straight line of travel and locate opposite curb
* Demonstrate recovery techniques after veering while crossing a street
* Position cane at curb and clear area to step-up
* Step onto sidewalk and resume travel, using touch technique
* Complete increasingly complex residential street crossings
* Initiate street crossings, resuming touch technique
* Solicit assistance in the form of sighted guide
* Ask clear, concise and direct questions when soliciting assistance
* Discriminate between helpful and non-helpful information or directions
* Initiate street crossing, resuming touch technique

**GOAL: The student will demonstrate skills in business travel, \_\_\_\_% of the time.**

* Describe common objects (buildings, businesses, streets, etc.) and their characteristics as found in business areas
* Identify the available sensory clues in a business area
* Identify street layouts, traffic patterns, types of intersections
* Describe differences among small, medium and large business areas
* Identify obstacles commonly encountered in small, medium and large business areas
* Demonstrate appropriate cane techniques for exploring and/or moving around obstacles or construction zones
* Plan and travel an alternate route around obstructions to path of travel
* Identify categories of commercial facilities (department stores, malls, etc.) commonly found in business areas
* Identify the common characteristics and concepts of commercial facilities in business areas
* Solicit assistance for the purpose of orientation, making transactions etc. within commercial facilities
* Locate key landmarks and identify sensory clues to assist in conducting transactions
* Locate a specified business and conduct a transaction
* Self-familiarize to a variety of business and public establishments
* Negotiate escalators and elevators
* Identify likenesses and differences in the numbering system of residential and business areas
* Describe potential inconsistencies in numbering systems in business areas
* Use numbering system to locate an objective
* Solicit various types of verbal information, such as compass directions, address, landmarks, etc.
* Identify and use escalators/elevators

**GOAL: The student will demonstrate skills to independently use a variety of public transportation, \_\_\_\_% of the time.**

* Identify the various types of fares (exact change, tokens, passes, reduced fares, transfers)
* Determine the necessary scheduling information for various forms of public transportation
* Determine the routes for buses, trolleys, subways etc.
* Describe location/position of doors on buses, subways and trains
* Describe seating arrangement on buses, subways and trains
* Describe the purpose and typical locations of vertical and parallel bars on buses and subways
* Describe the number and locations of steps and handrails
* Identify the purpose and possible locations and styles of bell/cord/bar on a bus
* Describe types and possible locations of a far box on a bus
* Describe the common characteristics of the outside of a bus, subway or train
* Become familiar with the location of the ticket office in a subway/train station
* Describe the characteristics of waiting areas of a station (benches, phones, newsstands, restroom)
* Describe characteristics of a subway/train platform
* Describe characteristics of trains
* Describe characteristics of entrances and exits
* Locate the transit stop
* Position self at transit stop in preparation for boarding
* Determine the arrival and position of transit vehicle doors
* Verify whether it is the desired transit vehicle
* Locate the door
* Negotiate the steps into the vehicle
* Locate the fare box
* Solicit aid from the driver to announce his/her stop, locate an available seat, or obtain a transfer
* Locate an available seat or place to stand
* Locate and negotiate the correct exit
* Locate the curb after exiting
* Locate the subway/train entrance
* Locate and use token booth
* Locate and use a turnstile
* Travel a route involving one transfer
* Plan and execute a longer route using several forms of public transportation
* Travel a route involving two different modes of public transportation
* Describe physical characteristics of bus, train, and airport terminals
* Identify major transfer points for buses and trains in metropolitan area
* Identify the function of a travel agent
* Describe procedures for acquiring schedule, fare, baggage, etc. Information on buses trains and airports
* Describe common locations for taxi stands
* Describe procedure for hailing a cab
* Describe how cab fares are charged
* Plan and execute a route involving a cab

GOAL: The student will independently complete a drop-off lesson, \_\_\_\_% of the time.

* Determine location
* Plan and execute a route toward destination
* Locate objective at the end of the route