# VI & OM objectives for specific areas.

Compiled by Margarita Robles Sevier (ESC 19), Irma Estrella (Socorro ISD, and Tom Laign (Socorro ISD). Some already existed on the Goals and Objectives page. Others were pulled from Project MOVE, Callier Azusa, Texas Special Olympics Motor Activities, Every Move Counts, and the Daily Living Skills Curriculum.

# The Key to the Codes

AA Auditory Abilities

AB Attending Behavior

AM Adaptive Mobility Devices

AS Address System

ATB Attitude and Behavior

BI Body Image

BS Basic Skills

BSC Business Street Crossing

BT Business Area Travel

C Colors

CD Cardinal Directions

CE Community Experiences

COM Campus Orientation Mobility

CT Cane Techniques

D Directionality

DPS Directional/Positional Concepts

EL Expressive Language

IFG Infant Gross Motor

IFF Infant Fine Motor

L Laterality

LC Landmarks and Clues

LV Low Vision

MI Multiply Impaired

MT Modified Forearm Protective Technique

NT Night Travel

OC On-Campus Orientation and Mobility

OI Orientation Individual

OM Orientation Mobility

OS Orientation in Space

PG Posture and Gait

PT Public Transportation

PUT Procedures Urban Travel

QC Quantitative Concepts

RL Receptive Language

RS Residential Street Crossings

RT Residential Travel

RUT Rural Travel

SP Support Cane - (Spatial Awareness)

T Turns

VF Vehicle Familiarization

WC Wheelchair Use

WU Walker Use

GS Geometric Shapes

BSA Basic Body Skills – Basic Spatial Awareness

UC Use of Crutches

USC Use of Support Canes

**Code Objective**

|  |  |
| --- | --- |
| AA-01 | Attend to environmental sounds. |
| AA-02 | Attend to speech. |
| AA-03 | Localize a stationary sound. |
| AA-04 | Move toward a stationary sound. |
| AA-05 | Tracking a moving sound. |
| AA-06 | Identify and label environmental sounds. |
| AA-07 | Use sounds to orient to the environment. |
| AA-08 | Apply spatial concepts to sound localization (water fountain is to my right, traffic is behind me). |
| AA-09 | Use echolocation to determine the presence or absence of a wall or building. |
| AA-10 | Use object perception to determine the presence of obstacles (e.g., walls, people). |
| AA-11 | Recognize sound shadows and remain oriented. |
| AB-01 | Demonstrate positive feelings and attitudes toward independent travel. |
| AB-02 | Exhibit appropriate behavior in public. |
| AM-01 | Explore the device. |
| AM-02 | Maintain a grip on the device while standing or moving. |
| AM-03 | Maintain the device in front of the body. |
| AM-04 | Stop when the device contacts obstacles. |
| AM-05 | Stop when the device contacts drop-offs. |
| AM-06 | Negotiate doors. |
| AM-07 | Negotiate stairs. |
| AM-08 | Hold the device while traveling with a sighted guide. |
| AS-01 | Locate the central dividing line for north/south and east/west streets (0 or 100 blocks). |
| AS-02 | Distinguish odd and even sides of streets. |
| AS-03 | Locate specific destinations by address. |
| ATB-01 | Turn toward a voice or noise. |
| ATB-02 | Reach for or move toward a noise stimulus. |
| ATB-03 | Look at a shiny object or light for at least 3-5 seconds. |
| ATB-04 | Reach for or move toward an object or light. |
| ATB-05 | Respond to vibrating object (e.g., windup toy, hand-held vibrator, therapy vibrator with sponge.) |
| ATB-06 | Maintain hold on an object when walking (e.g., hold onto cup). |
| ATB-07 | Respond to olfactory information and cues. |
| BI-01 | Identify facial parts (through touch, imitation, or functional use). |
| BI-02 | Identify body parts (through touch, imitation, or functional use). |
| BI-03 | Demonstrate spatial awareness and movement of head, limbs, and trunk (from standing or sitting). |
| BI-04 | Demonstrate movement of the whole body (from a standing position). |
| BI-05 | Identify body planes (through touch, imitation, or functional use). |
| BI-06 | Place object in relation to body planes (i.e., side, front, back). |
| BI-07 | Demonstrate a functional understanding of objects in relation to self. |
| BS- 01a | Demonstrate going through a closed door (e.g., held the door, assist). |
| BS-01b | Demonstrate correct position without letting go. |
| BS-01c | Demonstrate stopping and going. |
| BS-01d | Demonstrate changing surfaces. |
| BS-01e | Demonstrate going up and down curbs. |
| BS-01f | Demonstrate narrow passages. |
| BS-01g | Demonstrate congested area technique. |
| BS-01h | Demonstrate changing sides. |
| BS-01i | Demonstrate changing directions (e.g., in auditorium, in crowds, in elevators). |
| BS-01j | Demonstrate proper arm, hand, and body position. |
| BS-01k | Demonstrate ascending the descending stairs. |
| BS-01l | Demonstrate escalator skills |
| BS-01m | Demonstrate Hines break technique. |
| BS-02 | Use hand trailing (locating landmarks, maintaining a line of direction, determining place in space). |
| BS-03 | Use forearm protective technique. |
| BS-04 | Use lower body protective technique. |
| BS-05 | Combine trailing with protective technique. |
| BS-06 | Use squaring off technique. |
| BS-07 | Use parallel alignment (direction taking |
| BS-08 | Locate dropped objects in a systematic manner. |
| BSA-01 | Name the four compass directions. |
| BSA-02 | Identify the font, back, left, and right side of a room in relation to the door. |
| BSA-03 | Identify the directional corners of a room (i.e. front right, front left, back right, back left). |
| BSC-02 | Identify parallel and perpendicular traffic surges. |
| BSC-03 | See traffic lights. |
| BSC-04 | See Walk / Don’t Walk signs. |
| BSC-05 | Locate and understand the use of crosswalk buttons. |
| BSC-06 | Identify and use audible traffic goals. |
| BSC-07 | Identify turning cars. |
| BSC-08 | Position body correctly for a corner crossing. |
| BSC-09 | Align with traffic. |
| BSC-10 | Identify parallel and perpendicular traffic surges. |
| BSC-10A | Identify turning vehicles |
| BSC-10 | Know the correct time to cross. |
| BSC-11 | Maintain a straight line of travel during crossing. |
| BSC-12 | Remain oriented to the desired direction of travel after crossing. |
| BSC-13 | Make multiple or double street crossings. |
| BSC-14 | Safely cross at a left turn light and other complex intersections. |
| BSC-15 | Identify T, Y, and offset intersections and make safe crossing decisions. |
| BSC-16 | Negotiate an intersection with a traffic control island. |
| BSC-17 | Use compass directions to obtain, maintain, or regain orientation in an outdoor residential setting |
| BT-01 | Maintain a straight line of travel on the sidewalk. |
| BT-02 | Solicit help in a proper manner. |
| BT-03 | Identify and negotiate gas stations and parking lots. |
| BT-04 | Identify the following street hardware \_\_\_\_\_/20. |
| BT-05 | Travel safely past street hardware. |
| BT-06 | Read simple signs and words. |
| BT-07 | Locate specific destinations in a commercial area. |
| BT-08 | Safely use escalators when traveling |
| BT-08a | Locate the escalator within a store or building. |
| BT-08b | Approach the escalator safely. |
| BT-08c | Determine the direction of movement of the escalator. |
| BT-08d | Board the escalator safely. |
| BT-08e | Exit the escalator safely. |
| BT-08f | Locate the appropriate escalator to continue to the next floor if needed. |
| BT-09 | Safely sue revolving doors in travel |
| BT-09a | Approach the revolving door safely. |
| BT-09b | Enter the revolving door compartment safely, if still or if moving. |
| BT-09c | Exit the revolving door safely and clear the path after exiting. |
| BT-10 | Use an elevator safely |
| BT-10a | Approach and locate the elevator. |
| BT-10b | Use the outside button to call the elevator. |
| BT-10c | Clear before entering the elevator. |
| BT-10d | Locate and use interior buttons. |
| BT-10e | Ask for assistance. |
| BT-10f | Clear before exiting. |
| BT-11 | Recognize and safely cross railroad tracks when encountered in travel |
| BT-11a | Recognize the presence of railroad tracks. |
| BT-11b | Select a landmark as a safe waiting point if a train is approaching. |
| BT-11c | Cross the railroad tracks safely. |
| BT-11d | Determine what to do if a train approaches while in the process of crossing the railroad tracks. |
| BT-12 | Negotiate construction tunnels and construction areas. |
| C-01 | Demonstrate basic skills for using crutches |
| C-01a | Make safe transitions form the floor or a chair to a standing position using crutches. |
| C-01b | Walk forward to reach a destination using crutches. |
| C-01c | Make turns using crutches, clearing obstacles without losing balance. |
| C-01d | Reach forward or sideways to obtain an object slightly out of reach, using graded movement and maintaining balance. |
| C-02 | Demonstrate skills for use of sighted assistants while walking with crutches |
| C-02a | Maintain verbal, auditory, and or visual contact with the assistant. |
| C-02b | Request assistance appropriately. |
| C-02c | Instruct the sighted assistant regarding the level and type of assistance needed. |
| C-03 | Demonstrate safe indoor travel skills |
| C-03a | Travel over irregularities in surfaces (e.g., thresholds, carpeting, tiles). |
| C-03b | Scan visually or with a cane for obstacles on the floor that might interfere with crutch placement. |
| C-03c | Maintain a line of travel. |
| C-03d | Negotiate doors and stairs. |
| C-04 | Demonstrate safe outdoor skills |
| C-04a | Travel safely over various outdoor surfaces (e.g., pavement, grass, gravel). |
| C-04b | Stay on a sidewalk traveling in a straight line. |
| C-04c | Use access ramps and ramped curb cuts. |
| CD-01 | Identify opposite directions of north/south, east/west. |
| CD-02 | Read and use a compass correctly. |
| CD-03 | Identify directions in relation to self. |
| CD-04 | Use the sun to determine cardinal directions. |
| CD-05 | Identify all directional relationships. |
| CD-06 | Identify the directional side of a street. |
| CD-07 | Identify the directional corner of an intersection. |
| CD-08 | Execute a route of travel using cardinal directions correctly. |
| CD-09 | Identify approximate size and direction of object and or feature from self |
| CD-10 | Identify the approximate distance at which features or objects can first be named |
| CD-11 | Identify objects appropriate as landmarks |
| CD-12 | Identify the approximate location and distance of signs from self |
| CD-13 | Identify common signs by size, shape, color, category and style |
| CD-14 | Identify the best distance or angle for viewing or reading signs |
| CD-15 | Recognize and read individual and/or groups of letters, numbers and symbols on signs |
| CD-16 | Detect and identify types of terrain changes |
| CD-17 | Identify the approximate location and distance from self to terrain changes |
| CD-18 | Identify terrain changes as ascending, descending or sloping |
| CD-19 | Identify the approximate depth/height of terrain changes |
| CD-20 | Identify affects of various lighting conditions on visual functioning and mobility |
| CD-21 | Identify methods for enhancing visual functioning under a variety of lighting conditions |
| CD-22 | Identify when an optical device would improve visual functioning for O&M purposes |
| CD-23 | Identify the appropriate optical device for various O&M tasks |
| CD-24 | Localize and fixate on targets unaided |
| CD-25 | Localize and fixate on targets with the optical device |
| CD-26 | Maintain focus/focal distance of the optical device |
| CD-27 | Scan for, locate and identify selected environmental targets with the optical device |
| CD-28 | Trace linear objects to follow or locate a target |
| CD-29 | Track people and/or vehicles with the optical device |
| CD-30 | Use an optical device for a variety of tasks, in various in or outdoor areas |
| CE-01a | Call ahead to arrange for shopping assistance. |
| CE-01b | Locate the entrance. |
| CE-01c | Solicit assistance as needed from a clerk or customer service. |
| CE-01d | Go through a turnstile. |
| CE-01e | Push or pull a cart. |
| CE-01f | Identify names or labels of items. |
| CE-01g | Visually locate specific item. |
| CE-01h | Put items in a cart. |
| CE-01i | Locate the cashier and the end of the line. |
| CE-01j | Wait in line. |
| CE-01k | Put item on the counter. |
| CE-01l | Hand money to the cashier. |
| CE-01m | Wait for change. |
| CE-01n | Locate the exit. |
| CE-02a | Obtain information about a business by using the telephone. |
| CE-02b | Enter a store or business establishment. |
| CE-02c | Obtain information about the store by using one’s senses. |
| CE-02d | Use correct cane techniques within a store. |
| CE-02e | Negotiate pedestrians, displays, and counters. |
| CE-02f | Locate a clerk to aid in finding a desired item. |
| CE-02g | Independently locate a desired article. |
| CE-02g | Visually locate a specific department. |
| CE-02h | Locate the cash register and checkout line. |
| CE-02h | Obtain information from another customer. |
| CE-02i | Pay for store item(s). |
| CE-02j | Exit from the store. |
| CE-03a | Effectively solicit assistance. |
| CE-03b | Locate and use the directory. |
| CE-03c | Locate specific destinations. |
| CE-04a | Locate the end of the line. |
| CE-04b | Wait one’s turn in line. |
| CE-04c | Go to the counter when called and complete a transaction. |
| CE-04d | Put a letter in the mailbox. |
| CE-05a | Accommodate to dim lighting. |
| CE-05b | Locate a table. |
| CE-05c | Locate and read a menu. |
| CE-05d | Get assistance in reading the menu, if necessary. |
| CE-05e | Order a meal independently. |
| CE-05f | Locate objects on the table (e.g., salt and pepper, silverware, sugar, vase). |
| CE-05g | Eat without assistance. |
| CE-05h | Use proper table manners. |
| CE-05i | Locate the restroom. |
| CE-05j | Pay the bill, including tip. |
| CE-05k | Locate the exit. |
| CO-01 | Demonstrate knowledge of the following colors (name, point to, or match |
| COM-01 | Travel independently in a classroom setting. |
| COM-02 | Travel independently to other rooms on campus (e.g., bathroom, gym, cafeteria, auditorium, dorm room) |
| COM-03 | Travel independently on the campus grounds. |
| CT-01 | Demonstrate an awareness of different types of canes. |
| CT-01A | Determine appropriate cane size |
| CT-01B | Identify resources and ordering process |
| CT-02 | Recognize and name parts of a cane. |
| CT-03 | Demonstrate diagonal technique. |
| CT-04 | Demonstrate diagonal trailing technique. |
| CT-05 | Demonstrate verification cane technique. |
| CT-06 | Demonstrate touch technique. |
| CT-07 | Demonstrate trailing with the touch technique. |
| CT-08 | Demonstrate touch and drag technique. |
| CT-09 | Demonstrate touch slide technique. |
| CT-10 | Demonstrate shoreline/guideline technique. |
| CT-11 | Demonstrate three-point touch technique. |
| CT-12 | Demonstrate constant contact technique. |
| CT-13 | Demonstrate three-point search technique. |
| CT-14 | Ascend stairs (alternate or step-by-step). |
| CT-15 | Descend stairs (alternate or step-by-step). |
| CT-16 | Use the cane responsibly. |
| CT-17 | Store and retrieve the cane at (table, chair, desk, sofa, booth, counter, car, auditorium, bus). |
| CT-18 | Hold or use the cane appropriately with a sighted guide. |
| CT-19 | Clear with the cane before stepping. |
| CT-20 | Demonstrate systematic search pattern techniques for self familiarization |
| CT-21 | Develop awareness of indoor and outdoor numbering systems |
| D-01 | Identify left and right awareness when facing another person. |
| D-02 | Recognize directionality in relation to objects. |
| D-03 | Demonstrate application of directionality in a complex environment. |
| DPS-01 | Demonstrate the directional and positional concepts. |
| EL-01 | Respond with “yes” or “no” to “Do you want to \_\_\_\_\_?” questions. |
| EL-02 | Answer who, what, where questions. |
| EL-03 | Answer why and how questions. |
| EL-04 | Answer yes-no questions that require judgment (e.g., “Did you pass the water fountain?”). |
| IFG-01 | Demonstrate head control |
| IFG-02 | Demonstrate straight body while in prone (stomach) position |
| IFG-03 | Demonstrate straight body while in supine (back) position |
| IFG-04 | Demonstrate trunk control |
| IFG-05 | Demonstrate head control with weight on forearms |
| IFG-06 | Lifts arms/legs in supine position to play |
| IFG-07 | Sits upright with little to no trunk support |
| IFG-08 | Moves body various positions to grab while sitting |
| IFG-09 | Move from sitting to hands and knees |
| IFG-10 | Roll from back to stomach/stomach to back |
| IFG-11 | Demonstrate 4-point crawl position |
| IFG-12 | Crawl on hands and knees |
| IFG-13 | Pulls to standing |
| IFG-14 | Attempts to walk while holding adult's hands |
| IFG-15 | Takes coordinated steps while holding adult's hands |
| IFG-16 | Stands alone |
| IFG-17 | Bends and picks up objects |
| IFG-18 | Walks holding on to furniture, objects, persons |
| IFG-19 | Walks alone |
| IFF-01 | Plays with hands/feet |
| IFF-02 | Uses hands for purposeful action |
| IFF-03 | Grabs for toys with sounds |
| IFF-04 | Uses pads of fingers to grasp objects |
| IFF-05 | Transfers objects hand to hand |
| IFF-06 | Brings objects to midline |
| IFF-07 | Explores different textures |
| IFF-08 | Puts objects in/out containers |
| IFF-09 | Puts objects/pegs in holes |
| IFF-10 | Stack large objects |
| IFF-11 | Uses hands for complex tasks |
| L-01 | Demonstrate left and right awareness. |
| L-02 | Demonstrate laterality in relation to objects. |
| L-03 | Demonstrate body laterality using complex directions. |
| LC-01 | Use landmarks for orientation. |
| LC-02 | Use clues for orientation. |
| LV-01 | Understand the purpose of the device. |
| LV-02 | Maintain the device properly. |
| LV-03 | Use the device in a safe manner. |
| LV-04 | Recognize problems with the device (e.g., dirty lens, broken, scratched). |
| LV-05 | Focus the device, if applicable. |
| LV-06 | Spot specific items with a device. |
| LV-07 | Scan with the device to demonstrate efficient visual search patterns (indoor and outdoor). |
| LV-08 | Track with the device to follow moving objects or people. |
| MI-01 | Can tolerate being placed in a sitting position with a minimum of 90 degree flexion in hips and knees |
| MI-02 | Can tolerate sitting in a upright position for a minimum of 30 minutes with prompts at the trunk, hips, and feet as needed |
| MI-03 | Can maintain sitting balance on a conventional classroom chair for 30 seconds without prompts |
| MI-04 | Can sit on a conventional classroom chair for a minimum of 5/10/15/20/25/30 minutes without prompts |
| MI-05 | Can sit edge of a bed or stool without foot or back rest for a minimum of 1/2/3/4/5 minutes |
| MI-06 | Can sit on flat surface for a minimum of 5/10/15/20/25/30 minutes without prompts/support |
| MI-07 | Can tolerate movement of head and limbs while in a fully supported sitting position |
| MI-08 | Can bring head to an erect, midline position when head is turned to the left or to the right while sitting with upper trunk support |
| MI-09 | Can realign trunk to an erect position after leaning forward, left, and right |
| MI-10 | Can realign trunk when legs are pivoted a minimum of 90 degrees to the left or right while sitting |
| MI-11 | Can push self to a sitting position from a reclining position on a flat surface |
| MI-12 | Can pivot legs a minimum of 90 degrees while sitting when arms are rotated to the left/right |
| MI-13 | Can pivot entire body a minimum of 90 degrees while sitting on a conventional classroom chair |
| MI-14 | Can pivot entire body a minimum of 90 degrees while sitting on a flat surface |
| MT-01 | independently moves about in familiar room; may or may not explore inquisitively. |
| MT-02 | Independently explores familiar rooms in own home. |
| MT-03 | delivers items to familiar room when asked. |
| MT-04 | moves to destination quickly and easily in own home. |
| MT-05 | moves to appropriate area in classroom and finds an empty place. |
| MT-06 | walks to a familiar location within a block of home independently. |
| MT-07 | function independently in the home/living setting. |
| MT-08 | moves to appropriate area in classroom (where activity is happening) and finds an empty place with little or no assistance. |
| MT-09 | travel indoors using specific learned routes. |
| MT-10 | travel areas using to other campus or other buildings specific learned routes. |
| MT-11 | create new routes between familiar places indoors. |
| MT-12 | execute a route, given a set of verbal directions to an unfamiliar location within one building. |
| MT-13 | execute a route, given a set of verbal directions to an unfamiliar location in another building. |
| MT-14 | solicit assistance to orient self to a building. |
| MT-15 | solicit assistance to orient self to a high school campus or workplace. |
| MT-16 | solicit assistance to orient self to a college campus. |
| MT-17 | locate needed areas (e.g., class/bathroom, dorm). |
| MT-18 | safely maneuver around pedestrians. |
| MT-19 | use indoor numbering systems. |
| MT-20 | name streets in the school vicinity. |
| MT-21 | stop at a street independently. |
| MT-22 | locate outdoor areas of the campus (e.g., playground, bus stop, track). |
| MT-23 | locate other buildings on campus. |
| MT-24 | negotiate pedestrian traffic safely on campus (e.g., during arrival and dismissal, at lunch, during recess). |
| MT-25 | travel to, from, and around the backyard. |
| MT-26 | travel to a car on the street or driveway. |
| MT-27 | travel to a mailbox. |
| MT-28 | travel in a residential area one or two houses away. |
| MT-29 | travel in a neighborhood and locate a specific address. |
| MT-30 | gather location information and travel to a specific address in an unfamiliar area. |
| MT-31 | develop the concept of a grid system. |
| MT-32 | execute the following routes within a grid pattern (straight line from corner to corner, “L” , "S", “U”, and rectangular shape and around the block.) |
| NT-01 | Wear appropriate clothing to be visible at dusk and at night. |
| NT-02 | Accommodate to a variety of lighting conditions (e.g., light to dark, dark to lighted room). |
| NT-03 | Detect obstacles in the path of travel. |
| NT-04 | Detect drop-offs. |
| NT-05 | Use shadows to gain information. |
| NT-06 | Use a flashlight or other night vision device to enhance visual performance. |
| NT-07 | See walk signals and traffic lights. |
| NT-08 | See crosswalks. |
| NT-09 | Compensate for glare distraction (e.g., from headlights, neon signs). |
| OC-01 | Identifies familiar objects, toys, foods |
| OC-02 | Identifies own personal possessions |
| OC-03 | Arranges 3 items horizontally in order by size |
| OC-04 | Uses open or closed as descriptors |
| OC-05 | Identifies objects as long/short, hard/soft, rough/smooth. |
| OC-06 | places 5 objects in horizontal arrangement by size. |
| OC-07 | touches first, middle, last items in a row. |
| OC-08 | answers "where" questions with prepositional phrases using "in," "on," and "under." |
| OC-09 | arranges 4-5 objects in sequence by length, width, or height. |
| OC-10 | names ordinal position of objects (first, second, third). |
| OC-11 | describes similarities/differences in objects. |
| OI-01 | touches 1-3 body parts on request. |
| OI-01 | names parts of own face. |
| OI-03 | demonstrates the concept of up/down by moving self or object. |
| OI-04 | touches smaller body parts. |
| OI-05 | touches body part when function is described |
| OI-06 | holds arms overhead, extended at shoulder- level, or behind body for 15 seconds without tiring |
| OI-07 | balances on either foot for 5 seconds |
| OI-08 | names 10 body parts |
| OI-09 | turns to face an object/person on request |
| OI-10 | follows a variety of directions involving moving the body with feet in one place (bend, squat) |
| OI-11 | touches own complex body parts on request (wrist, shoulder, ankle, waist |
| OI-12 | touches and names left/right on own body |
| OI-13 | places objects across from, next to, beside, behind, in front, to the side, left and right of self on request |
| OI-14 | maintain hold on an object when walking (e.g., hold onto a cup). |
| OI-15 | demonstrate a functional understanding of sides. |
| OI-16 | demonstrate left and right upon request |
| OM-01 | walks independently |
| OM-02 | walks around or over obstacles |
| OM-03 | walks barefoot on grass and variety of surfaces |
| OM-04 | walks up stairs holding on to adults hand on railing |
| OM-05 | runs without stumbling |
| OM-06 | walks up stairs independently |
| OM-07 | walks down stairs holding on to adult's hand on railing |
| OM-08 | jumps in place with both feet |
| OM-09 | pushes chair or stool to counter and climbs up |
| OM-10 | walks, up and down stairs, alternating feet |
| OM-11 | climbs jungle gyms and ladders |
| OM-12 | runs smoothly, with changes in speed and direction |
| OM-13 | walks backwards and sideways on request |
| OM-14 | starts and stops locomotor movements on request |
| OM-15 | walks forward short distance on balance beam |
| OM-16 | walks in a line, either single file or with a partner |
| OM-17 | runs 40-50 yards without discomfort |
| OM-18 | skips on alternating feet |
| OM-19 | carries an object weighing 10-16 pounds |
| OM-20 | moves from one overhead bar to another swinging arms |
| OM-21 | jumps rope independently |
| OM-22 | coordinates several motor skills in one activity, i.e. jumping jacks, relay races, circle games |
| OM-23 | demonstrate movement of the whole body (from a standing position). |
| OM-24 | Demonstrate bend body forward |
| OM-25 | Demonstrate bend body backward |
| OM-026 | Demonstrate bend body to the side, squat down |
| OM-26 | Demonstrate squat down |
| OM-27 | Demonstrate bending at knees |
| OM-28 | Demonstrate stand up on tiptoes |
| OM-029 | Demonstrate jump |
| OM-30 | Demonstrate move to the side by stepping sideways |
| OS-01 | attempts to search for toy which falls out of contact with body when toy has no continuous sound |
| OS-02 | explores cabinets and drawers in own home |
| OS-03 | maintains sustained search for dropped toy - doesn't make a sound |
| OS-04 | names 10 objects or places |
| OS-05 | understands where things belong within own home |
| OS-06 | locates favorite play area in own yard |
| OS-07 | touches top, bottom, front, back, and sides of an object on request |
| OS-08 | moves body planes in relation to flat surfaces ("Put your back against the wall." |
| OS-09 | places objects over/above, under/below, upon/inside, through, and away from other objects on request |
| OS-10 | identifies location of sound as front/back, left/right, near/far in relationship to own body |
| OS-11 | locates dropped object in immediate vicinity of feet |
| OS-12 | places objects using directionality directions pertaining to self |
| OS-13 | can be oriented to new rooms with some instruction |
| OS-14 | identifies familiar object by its sound |
| OS-15 | shows anticipation of events when verbal cue is provided |
| OS-16 | identifies activities by sound in the home and neighborhood |
| OS-17 | repeats simple rhymes, songs, and fingerplays with words and actions |
| OS-18 | tells whether sound is loud/soft, high/low, long/short |
| OS-19 | uses auditory cues to orient self outside of own home |
| PG-01 | Maintain head in upright position when walking. |
| PG-02 | Maintain body in erect posture with pelvis, spine, and head in vertical alignment when standing. |
| PG-03 | Maintain shoulders and arms in a relaxed position when walking. |
| PG-04 | Position toes in direction of travel when walking (i.e., heel and toe straight ahead). |
| PG-05 | Walk with a rhythmic, coordinated movement. |
| PG-06 | Maintain adequate speed when walking with a group, independently, or using sighted guide. |
| PG-07 | Move up or down on a curb or set of stairs with sufficient balance to be safe from falling. |
| PT-01 | Recognize the need for head-level protection in specific areas in residential travel (overhanging branches etc). |
| PT-02 | Use a modified forearm protective technique when needed in residential travel. |
| PUT-01 | Follow procedures for traveling on a bus |
| PUT-01a | Obtain needed significant information. |
| PUT-01b | Use a bus schedule. |
| PUT-01c | Locate bus stops. |
| PUT-01d | Read bus numbers. |
| PUT-01e | Wait for the bus in an appropriate manner. |
| PUT-01f | Board and exit. |
| PUT-01g | Use the lift safely when using a wheelchair. |
| PUT-01h | Pay or show ID to the bus driver. |
| PUT-01i | Solicit assistance from the bus driver or other passengers. |
| PUT-01j | Locate a seat. |
| PUT-01k | Maintain orientation after disembarking. |
| PUT-01l | Transfer to a second bus on the route. |
| PUT-01m | Know an emergency procedure, if the planned stop is missed. |
| PUT-01n | Identify the purpose and possible locations and styles of bell/cord/bar on a bus |
| PUT-02 | Follow procedures for special transit |
| PUT-02a | Obtain an identification card for special transit. |
| PUT-02b | Arrange for transportation pick up and drop-off. |
| PUT-02c | Board and exit. |
| PUT-02d | Utilize lift safely when using a wheelchair. |
| PUT-02e | Pay or show ID to special transit driver. |
| PUT-02f | Solicit assistance from the driver or other passengers. |
| PUT-02g | Locate a seat. |
| PUT-02h | Maintain orientation after disembarking. |
| PUT-03 | Follow procedures for taxicabs |
| PUT-03a | Arrange for taxicab pickup and drop-off (e.g., time, location, estimated fare). |
| PUT-03b | Wait for the taxicab in the designated place. |
| PUT-03c | Pay and tip the driver upon arrival at the destination. |
| PUT-03d | Maintain orientation after reaching destination. |
| PUT-03e | Solicit assistance from the driver for orientation at the destination. |
| PUT-04 | Follow procedures for traveling on mass transit systems |
| PUT-04a | Locate the entrance to a familiar mass transit station. |
| PUT-04b | Locate the fare box, turnstile, in information booth. |
| PUT-04c | Locate the edge of the platform for orientation purposes. |
| PUT-04d | Locate the appropriate waiting area. |
| PUT-04e | Locate the door and enter the train car. |
| PUT-04f | Locate the seat or standing area in crowded train car. |
| PUT-04g | Follow emergency procedure, if necessary. |
| PUT-04h | Exit the train car at the destination. |
| PUT-04i | Maintain orientation after disembarking. |
| PUT-04j | Exit the station and remain oriented. |
| PUT-04k | Obtain sighted assistance when needed and in unfamiliar stations. |
| PUT-05 | Follow procedures for traveling on public transportation systems between cities |
| PUT-05a | Obtain travel information (e.g., schedules, cost). |
| PUT-05b | Obtain ticket. |
| PUT-05c | Travel to the station or airport. |
| PUT-05d | Check baggage and obtain seat assignment if appropriate. |
| PUT-05e | Obtain assistance to gate or boarding area. |
| PUT-05f | Board the plane, train, or bus. |
| PUT-05g | Locate a seat. |
| PUT-05h | Exit safely. |
| PUT-05i | Make arrangements for further transportation upon arrival. |
| PUT-05j | Plan and execute a longer route using several forms of public transportation |
| PUT-05k | Travel a route involving two different modes of public transportation |
| PUT-05l | Describe physical characteristics of bus, train, and airport terminals |
| PUT-05m | Identify major transfer points for buses and trains in metropolitan area |
| PUT-05n | Identify the function of a travel agent |
| PUT-06a | Determine location of drop off lesson |
| PUT-06b | Plan and execute a route toward destination of drop off lesson |
| PUT-06c | Locate objective at the end of the route of drop off lesson |
| QC-01 | Demonstrate the quantitative concepts. |
| RL- 04 | Follow conditional commands (e.g., “If you hear a car stop.”). |
| RL-01 | Follow one step commands. |
| RL-02 | Follow two-step related commands (e.g., “Locate the chair and sit down.”). |
| RL-03 | Follow two-step unrelated commands (e.g., “Pass the water fountain and stop at the first door.”) |
| RL-04 | follows 3 different one-step directions given without gestures. |
| RL-05 | responds to two-part simple requests. |
| RL-06 | demonstrates simple problem solving |
| RL-07 | shows awareness of routine by preparing for next activity without reminder. |
| RL-08 | tells first and last name when requested. |
| RL-09 | follows rules in group games led by an adult. |
| RL-10 | carries out a series of 3 directions in correct sequence. |
| RL-11 | seeks and accepts help when needed. |
| RL-12 | faces person with whom s/he is speaking. |
| RL-13 | occasionally says "please," "thank you," 'excuse me," or "I'm sorry" without reminders. |
| RL-14 | listens to and follows directions given to group as a whole. |
| RL-15 | faces activity when sitting or standing in group of children. |
| RL-16 | states full name, address, and phone number. |
| RL-17 | states full name of at least one parent. |
| RL-18 | uses dial or pushbutton phone to make a call. |
| RL-19 | exhibit an acceptance of her visual impairment and recognize the need for mobility instruction. |
| RL-20 | cooperate with the instructor. |
| RL-21 | rely on self for travel needs. |
| RL-22 | exhibit confidence during travel. |
| RS-01 | Locate a down curb or ramped curb cut and stop at a safe distance from the street. |
| RS-02 | Wait for assistance to cross the street, if applicable. |
| RS-03 | Locate a crosswalk |
| RS-04 | Visually locate the opposite corner and / or stop signs. |
| RS-05 | Visually judge the distance and speed of moving vehicles. |
| RS-06 | Identify and define a stop sign controlled intersection (e.g., 2-, 3- or 4-way stops). |
| RS-07 | Maintain a line of direction at the corner. |
| RS-08 | Position oneself correctly for crossing. |
| RS-09 | Hold the cane in ready and waiting position. |
| RS-10 | Wait on traffic when in question. |
| RS-11 | Wave traffic on when in question. |
| RS-12 | Cross in the absence of traffic using Line of travel, shoreline/grass lien, curb alignment, auditory/visual cues. |
| RS-13 | Cross in the presence of traffic |
| RS-14 | Safely navigate around an idling car. |
| RS-15 | Correct for veering when crossing. |
| RS-16 | Correct for veering after crossing. |
| RS-17 | Locate the desired after crossing. |
| RT-01 | Define a residential area. |
| RT-02 | Develop the concept of a city block. |
| RT-03 | Locate and identify common components of a residential area (\_\_\_/15). |
| RT-04 | Develop the concept of an intersection and its relationship to a city block. |
| RT-05 | Maintain a straight line of travel on a sidewalk without excessive veering. |
| RT-06 | Correct for veering on a sidewalk. |
| RT-07 | Detect a curb, drip-off, or ramped curb cut at the corner. |
| RT-08 | Execute the routes (straight line from corner to corner, “L” , "S", and “U” shape and around the block.) |
| RT-08A | Execute alternate route around obstructions to path of travel. |
| RT-09 | React appropriately to warning signals or sounds in the environment (sirens, RR crossing bells etc.). |
| RT-10 | Use traffic for orientation purposes |
| RT-10a | Recognize the presence and absence of traffic. |
| RT-10b | Identify parallel traffic. |
| RT-10c | Identify perpendicular traffic. |
| RT-10d | Identify when traffic is far or near. |
| RT-10e | Identify fast and slow traffic. |
| RT-10f | Identify traffic moving toward and away from self. |
| RT-10g | Identify vehicles by sound (e.g., busses, trucks, cars, motorcycles). |
| RT-11 | Travel safely and reorient on irregular sidewalks. |
| RT-12 | Maneuver safely around obstacles in eh travel path (e.g., trash can, vehicles) and maintain the line of travel. |
| RT-13 | Travel safely in areas without sidewalks or paths. |
| RT-14 | Demonstrate systematic search pattern techniques for self familiarization |
| RT-15 | Develop awareness of indoor and outdoor numbering systems |
| RT-16 | Identify likenesses and differences in the numbering system of residential and business areas |
| RT-17 | Describe potential inconsistencies in numbering systems in business areas |
| RT-18 | Use numbering system to locate an objective |
| RUT-01 | Identify landmarks, clues, and hazards unique to rural areas (cattle guards, farm gates, barbed wire fences etc. |
| RUT-02 | Use cane techniques appropriate for rural area travel |
| RUT-02a | Identify the distinct guideline and type of surface at the edge of a street or road. |
| RUT-02b | Demonstrate a modified cane technique for traveling on rough surfaces. |
| RUT-02c | Follow the edge of a roadway with an intermittent curb or no curb. |
| RUT-02d | Walk safely on the street edge facing oncoming traffic. |
| RUT-02e | Walk safely on the street edge traveling in the same direction as traffic. |
| RUT-02f | Maintain a line of travel and relocate the guideline/shoreline after short breaks are encountered. |
| RUT-02g | Re-establish a line of travel after negotiating puddles, leaf piles, or other obstacles. |
| RUT-02h | Travel safely around parked vehicles. |
| RUT-02i | Demonstrate efficient and safe travel along a dirt footpath and in various depths of grass. |
| RUT-03 | Cross streets safely in rural areas and identify and use rural landmarks and clues. |
| SP-01 | Demonstrate basic skills for using a support cane |
| SP-01a | Make safe transitions from the floor or a chair to a standing position using a support cane. |
| SP-01b | Walk forward to reach a destination using support cane. |
| SP-01c | Make turns using a support cane, clearing obstacles without losing balance. |
| SP-01d | Reach forward or sideways to obtain an object slightly out of reach maintaining a safe, upright position w/bal. |
| SP-02 | Demonstrate skills for use of sighted assistants while walking with a support cane |
| SP-02a | Maintain verbal, auditory, and/or visual contact with the assistant. |
| SP-02b | Request assistance appropriately. |
| SP-02c | Instruct the sighted assistant regarding the level and type of assistance needed. |
| SP-03 | Demonstrate safe indoor travel skills |
| SP-03a | Travel over irregularities in surfaces (e.g., thresholds, carpeting, tiles)> |
| SP-03b | Maintain a line of travel. |
| SP-04 | Demonstrate safe outdoor skills |
| SP-04a | Travel safely over various outdoor surfaces (e.g., pavement, grass, gravel). |
| SP-04b | Stay on a sidewalk traveling in a straight line. |
| SP-04c | Use access ramps and ramped curb cuts. |
| T-01 | Make a quarter or 90 degree turn upon request. |
| T-02 | Make a half or 180 degree turn upon request. |
| T-03 | Make a whole or 360 degree turn upon request. |
| T-04 | Initiate turns as needed in independent travel. |
| VF-01 | Enter and exit a vehicle safely. |
| VF-02 | Open and close a door independently. |
| VF-03 | Store the cane appropriately. |
| VF-04 | Put on and take off a seat belt. |
| VF-05 | Lock and unlock the door unassisted. |
| VF-06 | Locate the passenger side and the driver side. |
| VF-07 | Locate the front seat and the back seat. |
| VF-08 | Identify and locate the door when the car is parallel/diagonally or perpendicularly parked. |
| WC-01 | Demonstrate basic skills for wheelchair use. |
| WC-01 | Demonstrate special travel skills needed in adverse weather conditions |
| WC-01a | Travel safely on familiar routes in adverse weather. |
| WC-01b | Remain oriented to familiar routes in adverse weather. |
| WC-01c | Remain calm as weather conditions change. |
| WC-01d | Obtain and use sighted assistance in adverse weather conditions as needed. |
| WC-01e | Interpret difficult travel situations and determine when to use alternative methods of travel (sighted assistance |
| WC-01f | Recognize when auditory clues are masked or distorted (e.g., wind, rain). |
| WC-01g | Recognize when tactile clues are masked or distorted (e.g., from leaves snow, ice). |
| WC-01h | Wear appropriate clothing and gear for different weather conditions. |
| WC-01i | Gather information in advance concerning travel conditions. |
| WC-01j | Travel safely in unfamiliar areas in adverse weather. |
| WC-02 | Demonstrate specialized skills needed for ice and snow travel |
| WC-02 | Maintain a line of travel using an indoor guideline (e.g., wall, rail, furniture). |
| WC-02a | Maintain balance on ice and snow. |
| WC-02b | Maintain stamina on ice and snow. |
| WC-02c | Respond to tactile information received through hands and feet in cold weather. |
| WC-02d | Stay on the sidewalk while traveling in snow. |
| WC-02e | Maintain a line of travel when sidewalk conditions change in snow. |
| WC-02f | Identify a curb in snow. |
| WC-02g | Cross the street safely in snow. |
| WC-02h | Maintain effective use of vision while traveling, when the glare of the sun on the snow is present. |
| WC-02i | Identify drop-offs when there is lack of contrast caused by snow. |
| WC-03 | Travel safely over irregularities in surfaces (e.g., thresholds). |
| WC-04 | Travel safely over various outdoor surfaces (e.g., pavement, grass, gravel). |
| WC-05 | Say on the sidewalk, traveling in a straight line. |
| WC-06 | Move around objects in a path efficiently. |
| WC-07 | Open and close doors while in the wheelchair (flat plane, incline, push to open, door handle/knob to open). |
| WC-08 | Use access ramps and ramped curb cuts (wet, dry, indoor, outdoor, familiar/unfamiliar, build to code or not. |
| WC-09 | Travel along a curved shoreline. |
| WC-10 | Demonstrate self-advocacy skills related to the wheelchair. |
| WU-01 | Demonstrate basic skills for using a walker |
| WU-01a | Make safe transitions from the floor or a chair into the walker. |
| WU-01b | Walk toward with the walker to reach a destination. |
| WU-01c | Make turns in he walker, clearing obstacles without compromising balance. |
| WU-01d | Control speed of movement when moving up or down an access ramp, ramped curb cut, or blended curb. |
| WU-01e | Reach forward or sideways to obtain an object slightly out of reach, maintaining a safe, upright position. |
| WU-02 | Demonstrate skills for use of sighted assistants while walking with a walker. |
| WU-03 | Demonstrate safe indoor ravel skills. |
| WU-04 | Demonstrate safe outdoor travel skills |
| WU-04a | Travel safely over various outdoor surfaces (e.g., pavement, grass, gravel). |
| WU-04b | Stay on a sidewalk traveling in a straight line. |
| WU-04c | Use access ramps and ramped curb cuts. |
| WU-05 | Make safe street crossings. |