

Region 10 Education Service Center
Direct Student Services
SUPPLEMENTARY SERVICES FOR VISUALLY IMPAIRED

C O N F I D E N T I A L
INDIVIDUALIZED EDUCATION PROGRAM

Draft: _____ Date: _____ Student: _____

Accepted by ARD committee: _____ D.O.B.: _____

ARD Date: _____ Initials: _____ District: _____

Service: O&M Instruction O&M Consultation minutes times per week or every 2 4 6 9 __ weeks
Summer Sessions: ___ June ___ July ___ August (non-school) ___ minutes per session

Date of Current IEP: _____ **Initiation and duration of service:** _____

Implementers: _ Certified Orientation and Mobility Specialist; appropriate qualified school personnel

Anticipated location of services as related to identified goals: classroom, unoccupied classroom, conference room, library, hallway, cafeteria, gym, _____ Room, outside on campus, playground, area neighborhood, semi-business, business, commercial facilities, public transportation, other:

Present Level of Academic Achievement and Functional Performance (including strengths and weaknesses of the child):

Necessary Accommodations/Adaptations: Chang Board cane low vision device tactual map walker wheelchair, other: _____

Annual Goals/Short Term Objectives/Benchmarks - Procedure and Schedule for Evaluation: Implementers will evaluate annual goals/objectives/benchmarks on at least an annual basis using conference/interaction with school personnel, observation, informal and/or formal testing. Progress Reports are provided per district timelines.

Schedule for evaluation: 6 wks 9 wks

Evaluation Procedure (choose all that apply)

1. observation 2. work samples 3. timed recordings 4. charting 5. informal/formal testing 6. other

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<p>ORIENTATION SKILLS ANNUAL GOALS: Benchmarks are checked as completed The student will upon request...</p>						
<p>1. Demonstrate appropriate body image by naming and/or pointing to _ of _ body parts.</p> <ul style="list-style-type: none"> a. Head b. Shoulders c. Feet d. Leg e. Hands f. Arms g. Index Finger (pointer) h. Thumb i. Nose j. Mouth k. Eyes l. Ears m. Toes n. Cheek o. Chin p. Eyebrows 						
<p>2. Correctly name and/or point to _ of _ body planes.</p> <ul style="list-style-type: none"> a. Front b. Back c. Top d. Bottom 						
<p>3. Distinguish left from right, _ of _ times.</p> <ul style="list-style-type: none"> a. Left and right body parts of own person b. Left and right body parts of third party c. Correctly turn right and left 						
<p>4. Manipulate an object in relation to own body, _ of _ times.</p> <ul style="list-style-type: none"> a. In front of b. Behind c. Above d. Below e. To the side of 						
<p>5. Manipulate an object in relation to another object, _ of _ times.</p> <ul style="list-style-type: none"> a. In front of b. Behind c. Above d. Below e. To the side of 						
<p>6. Demonstrate understanding of parallel and perpendicular, _ of _ times.</p> <ul style="list-style-type: none"> a. Verbally identify when two given objects are parallel b. Verbally identify when two given objects are perpendicular 						

<ul style="list-style-type: none"> c. Verbally identify when the student is parallel to an object d. Verbally identify when the student is perpendicular to an object e. Verbally identify when the student is parallel to a street f. Verbally identify when the student is perpendicular to a street 						
<ul style="list-style-type: none"> 7. Verbally identify compass points, _ of _ times. <ul style="list-style-type: none"> a. When given two other compass directions b. When given one other compass direction c. By using the sun d. By using a landmark in the environment 						
<ul style="list-style-type: none"> 8. Execute accurate turn, _ of _ times. <ul style="list-style-type: none"> a. 90° (quarter) b. 180° (half) c. 360° (full) 						
<ul style="list-style-type: none"> 9. When in a given area, explain position occupied in relation to a particular point of reference or object in the environment, _ of _ times. <ul style="list-style-type: none"> a. Behind, below, under reference b. Left and right of reference c. Using compass directions 						
<ul style="list-style-type: none"> 10. Use a map, explain a residential setting, _ of _ times. <ul style="list-style-type: none"> a. Identify the shape of a street b. Identify the sides of a block c. Identify the corner of a block d. Build a model of a block 						
<ul style="list-style-type: none"> 11. Use a map or manipulatives, explain an intersection _ of _ times. <ul style="list-style-type: none"> a. Identify a plus shaped intersection b. Identify a "T" shaped intersection c. Identify an offset shaped intersection d. Construct a plus shaped intersection e. Construct a "T" shaped intersection f. Construct an offset shaped intersection 						
<ul style="list-style-type: none"> 12. Identify sounds associated with _ of _ settings within the school environment. <ul style="list-style-type: none"> a. Cafeteria b. Office c. Restrooms d. Gym e. Playground f. Front entrance g. Hallways h. Parking Lot i. Classroom j. Computer Room k. Library 						
<ul style="list-style-type: none"> 13. Use sensory integration (hearing, object perception), to maintain orientation, _ of _ times. 						

<ul style="list-style-type: none"> a. Identify hallways b. Detect objects c. Stop before making contact with an object 						
<p>14. Travel independently to _ of _ locations within the school environment.</p> <ul style="list-style-type: none"> a. Cafeteria b. Office c. Restrooms d. Gym e. Playground f. Front entrance g. Bus Stop Area h. Parking Lot i. Classroom j. Computer Room k. Library l. Speech Room m. OT/PT Room 						
<p>15. Demonstrate understanding of a landmark _ of _ times.</p> <ul style="list-style-type: none"> a. Water Fountain b. Ramps c. Restroom d. Doors e. Surface Changes f. Curbs g. Steps h. Fire Hydrants i. Bicycle Rack j. Bus Signs k. Driveway 						
<p>16. Demonstrate understanding of a clue _ of _ times.</p> <ul style="list-style-type: none"> a. Telephone Ringing b. Cafeteria Smell c. Flapping Flag d. Restroom sound e. Traffic Flow f. Emergency Sound g. Animal Sound h. Wind Chime 						
<p>17. Demonstrate the skill of time and distance while traveling to an objective _ of _ times.</p> <ul style="list-style-type: none"> a. Count steps b. Estimate time c. Estimate distance d. Utilize problem-solving skills 						
<p>18. Locate _ of _ areas within a classroom.</p> <ul style="list-style-type: none"> a. Door b. Workstation/Desk c. Activity Center d. Computer Area e. Cubby 						

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f. Locker g. Teacher's Desk h. Shelves i. Bathroom j. Sink						
19. Utilize a systematic search pattern to familiarize self to an unfamiliar room _ of _ times. a. Negotiate perimeter b. Negotiate interior						

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SIGHTED GUIDE ANNUAL GOALS: Benchmarks are checked as completed During an O&M lesson the student will upon request...						
1. Use correct sighted guide technique _ of _ times. a. Grasping the wrist b. Grasping the wrist with _ prompts c. Grasping the elbow d. Grasping the elbow with _ prompts e. Maintain appropriate grip f. Maintain appropriate grip with _ prompts g. Maintain proper distance from guide h. Maintain proper distance from guide with _ prompts						
2. Correctly use narrow passage technique _ of _ times. a. Recognize the guide's arm placement b. Alignment/proper distance behind guide c. Negotiate open doors d. Negotiate narrow aisles e. Negotiate congested areas						
3. Correctly transfer sides while walking sighted guide _ of _ times. a. Negotiate door opening away b. Negotiate door opening toward c. Assist by holding door open d. Assist by holding closing door						
4. Correctly use Hines break _ of _ times. a. Verbally explain b. Physically maneuver self						
5. Safely negotiate stairways using sighted guide _ of _ times. a. Ascending b. Descending c. With handrail d. Without handrail e. By double-stepping f. By single-stepping						

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CANE SKILLS ANNUAL GOALS: Benchmarks are checked as completed During an O&M lesson the student will upon request...						
1. Hold the cane in a vertical position when walking with a sighted guide _ of _ times. a. With prompts b. Without prompts						
2. Demonstrate the knowledge of cane placement. a. At a desk b. In a car c. At a school cafeteria table d. At home e. In the classroom						
3. Demonstrate the diagonal technique _ of _ times. a. Grip b. Arm extension c. Cane placement d. On stairways e. Detect drop-offs f. Locating objects g. While trailing walls						
4. Demonstrate the touch technique _ of _ times. a. Maintain a proper arc for _ minutes with _ prompts b. Maintain proper center position of arm for _ minutes with _ prompts c. Remain in step for _ minutes with _ prompts d. Walk a straight line of travel for _ minutes with _ prompts e. Trail a wall to locate a specific objective _ of _ times						
5. Demonstrate appropriate cane placement while ascending stairs_ of _ times. a. Arm position b. Cane placement c. Pencil grip d. Diagonal technique e. Walker						
6. Demonstrate appropriate cane placement while descending stairs_ of _ times. a. Arm position b. Cane placement c. Pencil grip d. Diagonal technique e. Walker						

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SIDEWALK TRAVEL ANNUAL GOALS:						
Benchmarks are checked as completed						
During an O&M lesson the student will upon request...						
1. Maintain appropriate shoreline technique, _ of _ times. a. For _ minute(s) b. Alternating contact between sidewalk and grassline c. With prompting d. Without prompting						
2. Maintain a straight line of travel, _ of _ times. a. For _ minute(s) b. With prompting c. Without prompting						
3. Execute the appropriate touch and drag technique, while maintaining contact with the grassline, _ of _ times. a. For _ minute(s) b. With prompting c. Without prompting						
4. Execute the appropriate three-point touch technique while traveling along a curb to locate an intersecting sidewalk, _ of _ times. a. For _ minute(s) b. With prompting c. Without prompting						
5. Recognize and/or negotiate surface changes, _ of _ times, with _ prompts. a. Inclines and declines b. Raised sidewalk c. Broken sidewalk (grass/gravel) d. Sidewalk ending e. Areas under construction f. Pebbled sidewalk						
6. Detect drop-offs, _ of _ times, with _ prompts. a. Curbs b. Steps and stairs						
7. While traveling along a sidewalk, negotiate obstacles, _ of _ times. a. Sidewalk traffic b. Toys c. Trash cans d. Trees, and fallen branches e. Puddles of water						
8. Demonstrate upper hand protective technique, _ of _ times. a. Without prompting b. With prompting c. Unfamiliar shaded areas d. Hanging branches e. Objects located at head level						

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9. Demonstrate an effective cane technique during travel, _ of _ times with _ prompts. a. Touch technique b. Diagonal technique c. Constant contact						
10. Demonstrate shoreline technique by locating a given objective, _ of _ times, with _ prompts. a. Intersecting sidewalk b. Walkway to a house c. Bench d. A pole e. Fire hydrant						

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STREET CROSSINGS ANNUAL GOALS: Benchmarks are checked as completed During an O&M lesson the student will upon request...						
1. Use landmarks to locate a specified street _ of _ times. a. Curb b. Street signs c. Traffic sounds						
2. State appropriate safety considerations for crossing a street _ of _ times. a. Cross at a crosswalk b. Appropriate time c. Emergency situations d. Cross with a sighted guide						
3. Use manipulatives to create a model of an intersection _ of _ times. a. Plus shaped b. "T" shaped c. "Y" shaped d. Offset						
4. At an intersection verbally identify and describe the intersection _ of _ times. a. Plus shaped b. "T" shaped c. "Y" shaped d. Offset						
5. Demonstrate understanding of parallel and perpendicular _ of _ times.						
6. Using a model, identify traffic patterns _ of _ times. a. Uncontrolled b. Two-way c. Four-way d. Yield e. Traffic light controlled f. Traffic light controlled with delays g. Unprotected turn lane h. Protected turn lane i. Right on red						
7. Demonstrate a safe street crossing at an intersection _ of _ times. a. Uncontrolled b. Two-way c. Four-way d. Yield e. Traffic light controlled f. Traffic light controlled with delays g. Unprotected turn lane h. Protected turn lane i. Right on red j. "Walk" "Don't Walk" signal						

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8. Demonstrate veering recovery technique _ of _ times. a. Into the block b. Into street c. Into a parking lot d. Into a driveway						
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SEMI-BUSINESS/ BUSINESS AREAS ANNUAL GOALS:						
Benchmarks are checked as completed						
After becoming familiar with a local post office , the student will upon request...						
1. Locate specified areas _ of _ times.						
a. Stamp machines						
b. Postal drops						
c. Office area						
d. Information/assistance area						
2. Independently purchase stamps _ of _ times.						
3. Independently mail a letter _ of _ times.						
Student will, upon request....						
4. Purchase an item in a local convenience store _ of _ times.						
a. By soliciting assistance						
b. Without assistance						
After becoming familiar with a grocery store the student will....						
5. Locate specified departments _ of _ times.						
a. Produce						
b. Dairy						
c. Meat						
d. Frozen foods						
e. Checkout area						
f. By soliciting assistance						
6. Locate and purchase a specific item _ of _ times.						
a. By soliciting assistance						
b. Without assistance						
After becoming familiar with a drug store the student will....						
7. Locate specified departments _ of _ times.						
a. Pharmacy						
b. Cosmetics						
c. Seasonal						
d. Candy						
e. Toiletries						
f. By soliciting assistance						
8. Locate and purchase a specific item _ of _ times.						
a. By soliciting assistance						
b. Without assistance						
After becoming familiar with a shopping center the student will...						
9. Locate the entrance to a specific store ___ of ___ times.						
10. Locate a specific store and independently purchase a specific item _ of _ times.						
a. By soliciting assistance						
b. Without assistance						
The student will upon request...						
11. Safely negotiate aisles of a commercial facility _ of _ times.						

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a. Drug store b. Grocery store c. Department store d. Library						
After becoming familiar with a mall the student will... 12. Locate a specific store _ of _ times. a. Solicit assistance b. Utilize auditory cues c. Utilize olfactory cues d. Use print e. Use tactual map f. Without assistance						

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MAPS ANNUAL GOALS: Benchmarks are checked as completed. Student will upon request use residual vision or tactile abilities to...						
1. Apply a vertical (tactual) scanning technique in order to cover the entire surface on a felt board _ of _ times.						
2. Identify shapes _ of _ times. a. Square b. Circle c. Triangle d. Rectangle						
3. Place shapes on a felt board _ of _ times. a. Left b. Right c. Top d. Bottom						
4. Demonstrate understanding of size concept by discriminating shapes _ of _ times. a. Large b. Small c. Long d. Short e. Same f. Different						
5. Identify the classroom locations on a map _ of _ times. a. Doors b. Windows c. Shelves d. Teacher's desk e. Students desks						
6. Create a map of a specific classroom containing _ of _ landmarks. a. Doors b. Windows c. Shelves d. Teacher's desk e. Students desk f. Cubbies/lockers g. Activity centers area						
7. Manipulate materials necessary to engage in a game of tic-tac-toe _ of _ times. a. Use scanning skills b. Use horizontal concepts c. Use vertical concept/laterality d. Use diagonal concept e. Use an understanding of games rules						
8. Identify _ of _ locations on a map of the school. a. Specific classroom b. Lunch room						

<ul style="list-style-type: none"> c. Restroom d. Office e. Gym f. Bus area g. Playground 						
<p>9. Create a map of the school containing _ of _ locations.</p> <ul style="list-style-type: none"> a. Specific classrooms b. Lunch room c. Restroom d. Office e. Gym f. Bus area g. Playground 						
<p>10. Identify the locations of specific streets on a map of a residential area _of _ times.</p>						
<p>11. Create a map of a familiar residential area and verbally identify specific streets _ of _ times.</p>						
<p>12. Describe a route within a residential area on a map utilizing compass direction _ of _ times.</p>						
<p>13. Locate and identify the _ of _ components on a map of a city block.</p> <ul style="list-style-type: none"> a. Four street corners b. Four sides c. Parallel streets d. Perpendicular streets 						
<p>14. Identify _ of _ types of intersection on a map.</p> <ul style="list-style-type: none"> a. Plus shape b. "T" shaped c. Offset d. "Y" shaped 						
<p>15. Identify _ of _ areas on a map of a mall.</p> <ul style="list-style-type: none"> a. Department stores b. Smaller businesses c. Escalators d. Elevators e. Ramps f. Exits g. Intersections h. Fountains i. Information desk 						
<p>16. Identify _ of _ areas on a map.</p> <ul style="list-style-type: none"> a. Major street near his home b. Major street near his school c. Five communities near his town d. Major highway e. Entertainment facilities f. Bordering states 						

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MISCELLANEOUS SKILLS ANNUAL GOALS: Benchmarks are checked as completed During an O&M lesson the student will upon request...						
1. Ride elevator safely and independently _ of _ times. a. Locate control panel outside the elevator b. Locate control panel inside the elevator c. Press correct floor number d. Solicit assistance as needed						
2. Ride escalator safely and independently _ of _ times. a. Use correct foot position on and off the escalator b. Use correct hand position c. Use correct body position d. Identify movement of handrail						
3. Negotiate revolving doors safely _ of _ times.						
4. Negotiate railroad crossings safely and efficiently of _ times. a. Identify RR sign b. Auditory signals c. Surface changes						

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BUS TRAVEL ANNUAL GOALS: Benchmarks are checked as completed The student will...						
1. Explain the local transit system_ of _ times. a. Location of bus stop b. Cost of bus ride c. Location of transfer station d. Function of a transfer process e. Identify phone number and function of customer service						
2. Identify the various parts of the bus _ of _ times. a. Steps b. Door c. Railing d. Coin box e. Driver f. Seat arrangement g. Stop indicator h. Route number						
3. Demonstrate orientation to transfer station _ of _ times. a. Restroom b. Water fountain c. Information area d. Transit attendant e. Bus stop area f. Bus stop signs						
4. Plan a specific route _ of _ times. a. Obtain information regarding location of bus stops b. Call transit system to obtain route information c. Time the bus in scheduled to arrive at starting point d. Time the bus is scheduled to arrive at destination e. Time the bus is scheduled to leave destination f. Time the bus is scheduled to return to starting point						
5. Retain bus route information _ of _ times. a. Memory b. Braille c. Print d. Recording						
6. Student will board a bus _ times. a. Identify the following cues that a bus is approaching (1) Air brakes of the vehicle (2) The sound of the engine in back of the vehicle (3) The opening of the doors b. Identify the appropriate bus to be traveled by asking the bus driver the bus number and necessary route information c. Safely enter the bus by locating the handrail to the right and ascending steps to the point where the handrail levels off						

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<p>d. Locate the coin box and deposit the proper fare, or present the appropriate bus pass to the driver</p> <p>e. Safely and efficiently locate a seat near the driver by asking the driver or passengers if a seat is available</p> <p>f. Maintain orientation while traveling a bus route by appropriately asking questions of the bus driver or passengers</p> <p>g. Maintain orientation while traveling a bus route by appropriately utilizing one or more of the following:</p> <ul style="list-style-type: none">(1) Locate specific landmarks(2) Note specific turns on the bus route(3) Use time/distance concepts <p>h. Ask the driver about the exact location when nearing the destination</p> <p>i. Notify the bus driver that the destination has been reached</p> <ul style="list-style-type: none">(1) Push buzzer(2) Verbally inform the driver <p>j. Safely exit the bus</p>						
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MONOCULAR ANNUAL GOALS: Benchmarks are checked as completed When using the monocular, the student will upon request...						
1. Manipulate the focus, _ of _ times. a. Fine adjustment b. Gross adjustment						
2. Use an effective scanning pattern, locate objectives in a variety of situations, _ of _ times. a. Objects in the hallway b. A clock in a unfamiliar room c. Material on a blackboard d. Read school sign e. Read a car license plate f. Read address on a house g. Names of _ stores in a mall and/or shopping area h. Names of a street at a business and residential intersection i. Number on a local metro bus or school bus j. Price an item on a fast food menu k. Room numbers						
3. Locate specific areas of a local grocery and/or department store, _ of _ times. a. Produce b. Deli c. Meat Department d. Dairy e. Aisle Sign f. Sporting Goods g. Pharmacy h. Automotive						
4. Properly care for device, _ of _ times. a. Storage b. Cleaning c. Carrying						

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<p>SCANNING ANNUAL GOALS: Benchmarks are checked as completed The student will upon request use visual scanning techniques to...</p>						
<p>1. Identify patterns while engaged in a game of tic-tac-toe, _ of _ times. a. Vertical pattern b. Horizontal pattern c. Diagonal pattern</p>						
<p>2. Locate and/or match a variety of given objects _ of _ times. a. Triangle b. Square c. Rectangle d. Circle e. Assorted candies</p>						
<p>3. Locate a ball after it has been thrown or kicked, _ of _ times.</p>						
<p>4. Locate a specific objective utilizing a horizontal search pattern, _ of _ times. a. Exit/entrance sign b. Clock c. Room number d. Pencil sharpener e. Door f. "Walk", "Don't Walk" signals g. Traffic light h. Fiction/non fiction section(library) i. Food item on menu j. Sections of grocery store k. Teacher's desk</p>						
<p>5. Locate a specific objective utilizing a diagonal search pattern, _ of _ times. a. Exit/entrance sign b. Clock c. Room number d. Pencil sharpener e. Door f. "Walk", "Don't Walk" signals g. Traffic light h. Fiction/non fiction section(library) i. Food item on menu j. Sections of grocery store k. Teacher's desk</p>						
<p>6. Familiarize self to an unfamiliar room, _ of _ times. a. Searching left to right b. Identifying obstacles</p>						

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<p>GPS ANNUAL GOALS: Benchmarks are checked as completed Goal: By the end of 36 instructional weeks, student will use the GPS device to independently navigate a specified route during their O&M lesson ___% of the time.</p> <p>Objectives: 1) By the end of the 1st 6 weeks, the student will locate and identify both functions of each device key during their O&M lesson __ % of the time. (Objectives: Locate key and identify 1st function, Locate key and identify 2nd function)</p>						
<p>2) By the end of the 3rd 6 weeks, the student will record a route using landmarks and use it for navigation during their O&M lesson ___% of the time. (Objectives: Record landmarks during an lesson and retrace steps to find them, Record a route and backtrack, Use the recorded route to navigate to destination)</p>						
<p>3) By the end of the 6th 6 weeks, the student will navigate to a point of interest during their O&M lesson ___% of the time. (Objectives: Identify the different types of points of interest, navigate menu options to find a specified point of interest, use device to navigate to point of interest)</p>						

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