Course: Orientation and Mobility for Students with Visual Impairments I, II, III and IV

PEIMS Code: N1160510

Abbreviation: ORIENMO

Grade Level(s): 9-12

Number of Credits: 1.0-2.0

Course description:

The Orientation and Mobility for Students with Visual Impairments courses will focus on skills and strategies that will enhance essential travel skills. These travel skills will enable students with visual impairments and blindness to access all of the educational environments in which they will be involved. The courses will focus on travel in the following domains:

- Home/Living Environment which includes directionality, positional concepts, and using landmarks and clues for travel within the school environment
- Campus Environment which includes cane techniques, on-campus orientation and mobility, cardinal directions and low vision devices
- Residential Environment which includes vehicle familiarization, residential area travel, address systems and travel within rural areas as necessary
- Commercial Environment which includes commercial area travel, and commercial street crossings to access community experiences
- Public Transportation which includes skills necessary to travel on public transportation such as buses, taxicabs and rail systems

Essential knowledge and skills:

(a) Knowledge and Skills

   (1) The student will demonstrate foundational skills for safe and efficient travel. The student is expected to:

       (A) physically demonstrate laterality (left and right awareness);
       (B) make turns (quarter, half and whole) upon request;
       (C) use directionality while traveling;
       (D) use directional and positional concepts; and
       (E) demonstrate basic skills for traveling such as: guide technique, hand-trailing, protective techniques, squaring-off technique, parallel alignment, systematic search pattern;

   (2) The student will demonstrate safe and efficient travel on the campus. The student is expected to:

       (A) use adapted mobility devices to facilitate development of cane skills;
(B) use long cane techniques: diagonal, verification, touch, constant contact, touch & drag, touch and slide, search and stair travel;

(C) use tactual, auditory and visual landmarks and clues to travel within the classroom; to travel to other rooms within the school building; to travel within the school cafeteria; and to travel on the campus grounds;

(D) identify and use cardinal directions;

(E) use a compass for orientation purposes; and

(F) use distance low-vision devices to obtain visual information.

(3) The student will demonstrate safe and efficient travel in residential environments. The student is expected to:

(A) identify and locate vehicle parts (doors, seatbelts, locks, outside mirrors) to facilitate safe entry into and exit from vehicles;

(B) apply travel skills in residential areas: locate and identify common components of a residential area; demonstrate knowledge of a city block and intersections; execute various routes; identify traffic concepts such as parallel, perpendicular, fast and slow;

(C) cross residential streets safely: identify the type of intersection being crossed and the type of traffic control being used; judge the distance and speed of moving vehicles; position self for crossing; and correct for veering;

(D) utilize address systems; and

(E) demonstrate the skills needed for travel in rural areas, at night and in adverse weather conditions.

(4) The student will demonstrate safe and efficient travel in commercial environments. The student is expected to:

(A) identify street hardware and the environmental components of commercial areas;

(B) locate specific destinations in commercial areas;

(C) use escalators and elevators;

(D) use traffic signal-controls at various intersections;

(E) follow procedures for shopping in a variety of stores; and

(F) follow procedures for traveling to community destinations such as the post office, banks, and restaurants.

(5) The student will demonstrate safe and efficient travel for public transportation. The student is expected to:

(A) demonstrate skills and procedures for bus travel;

(B) demonstrate skills and procedures for utilizing paratransit;
(C) demonstrate skills and procedures for utilizing taxi cabs;
(D) demonstrate skills and procedures for utilizing inner-city rail systems; and
(E) demonstrate skills and procedures for utilizing public transportation between cities.

Description of specific student needs this course is designed to meet:

Students with visual impairments and blindness require structured and systematic instruction in skills related to orientation to all environments and travel within the school and community environments. The student with a visual impairment needs to know how to navigate the classroom(s) and all other areas of the school in which he will need to travel. The orientation and mobility curriculum is taught in classrooms and in all areas of the school such as the cafeteria and gym, as well as the routes to and from these areas. A student’s level of safe and efficient travel in familiar and unfamiliar environments in the home, school and community must be evaluated to identify and implement the needed instruction.

Major resources and materials:

Teaching Age Appropriate Purposeful Skills (TAPS), An Orientation and Mobility Curriculum for Students with Visual Impairments

Required activities and sample optional activities to be used:

Required Activities:

Table of Contents of TAPS O&M Curriculum

1. Foundational skills for safe and efficient travel
2. Safe and efficient travel on the campus
3. Safe and efficient travel in a residential environment
4. Safe and efficient travel in a commercial environment
5. Safe and efficient travel when taking public transportation
Sample Activity 1:

Lesson: Travel within a school cafeteria

The student is expected to:

- Locate the cafeteria entrance and exit
- Locate the line and retrieve a tray
- Go through the cafeteria line
- Carry the tray while using his cane
- Locate a seat at a table and eat lunch
- Locate the trash and tray return

Teaching strategies:

- Make a tactual diagram of the cafeteria for the student to use to locate the entrance door, the exit door, food lines, and tables
- Orient the student to the cafeteria during “off times.”
- Allow the student to find different serving lines, providing guide technique as needed
- Teach the student to use auditory and tactual cues to follow the line
- Teach the student techniques for carrying the tray
  - Rest the tray on the forearm, leaving the cane hand free
  - Hold the tray with both hands using pencil grip to hold the cane
  - Use modified guide technique (elbows touching) for negotiating the line

Sample Activity 2:

Although it is important that students have opportunities to travel outdoors in various weather conditions so that they are prepared for future circumstances, there are days when the weather is severely cold, snowy, icy, windy, hot, or rainy. There are also days when it may not be appropriate to go out due to a student’s physical condition. The following activities are suggestions for the O&M specialist to use in indoor environments on such days. These activities can be used to instructor reinforce skills that may or may not have been introduced in other areas of the student's programming. Other activities may be found elsewhere in the curriculum. The O&M specialist should select items which are age-appropriate and which relate to the individual student's overall goals and objectives.

Banking examples

- Discuss differences between ATM, inside banking or walk-up windows
- Practice bill-folding and coin identification
- Explore on-line banking
- Discuss various baking options
- Practice/teach signature writing
- Simulate a student’s checking account and practice writing checks and balancing a checkbook
- Simulate a budget with bills to pay
• Discuss the difference between debit cards and credit cards and how to use different types of card machines
• Discuss safety issues while banking
• Teach the student to organize money in his wallet before leaving the bank
• Teach the student to reconcile her bank account after purchases

Methods for evaluating student outcomes:
TAPS, Comprehensive Initial and Ongoing Evaluation

Teacher qualifications:
Certified Orientation and Mobility Specialists

Additional information: