



## Orientation and Mobility

PEIMS Code: N1160510  
Abbreviation: ORIENMO  
Grade Level(s): 9-12  
Award of Credit: 1.0

### Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

### 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:

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- (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.

### Recommended Resources and Materials:

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

### Recommended Course Activities:

Table of Contents of TAPS O&M Curriculum

- Foundational skills for safe and efficient travel
- Safe and efficient travel on the campus
- Safe and efficient travel in a residential environment
- Safe and efficient travel in a commercial environment
- Safe and efficient travel when taking public transportation

### Suggested methods for evaluating student outcomes:

TAPS, Comprehensive Initial and Ongoing Evaluation

### Teacher qualifications:

Certified Orientation and Mobility Specialists

### Additional information: