

SAMPLE GOALS AND OBJECTIVES FOR LEARNERS WHO ARE BLIND/VISUALLY IMPAIRED

Orientation and Mobility

The goals and objectives listed on this document are the result of the work of a CDE Work Committee comprised of: Tanni Anthony, Suzan Barlow, Nancy Cozart, Valeria Foreman, Ann Marie Jansen, Shelley Moats, Marci Reid, Sarah Sonnier, Teresa Szymanowski, and Jan Wood.

The listed items are meant to offer guidance to Individual Education Program teams. This is not an exhaustive listing of goals and objectives; rather it includes suggested content and a format for meaningful IEP Orientation and Mobility-related goals and objectives for students who are blind/visually impaired. Content in objectives may not reflect the exact grade level when a certain O&M goals concepts and skills may be taught. Wherever possible, the goals and objectives were tied to Colorado Department of Education (CDE) content standards and access skills. Goals specific to Orientation and Mobility should be under the jurisdiction of a certified Orientation and Mobility Specialist.

This document should be credited to the following sources:

- ◆ Mt. Diablo Unified School District (1985). Special Education IEP Objectives
- ◆ Pogrund, R., Healy, G., Jones, K., Levack, N., Martin-Curry, S., Martinez, C., Marz, J., Roberson-Smith, B., & Vrba, A. (1993a). *Comprehensive Assessment and Ongoing Evaluation*. Austin, TX: Texas School for the Blind and Visually Impaired.
- ◆ Pogrund, R., Healy, G., Jones, K., Levack, N., Martin-Curry, S., Martinez, C., Marz, J., Roberson-Smith, B., & Vrba, A. (1993b). *Teaching Age-Appropriate Purposeful Skills: An Orientation and Mobility Curriculum for Students with Visual impairments*. Austin, TX: Texas School for the Blind and Visually Impaired.

Ruther edits were made by the following O&M Instructors from the New York Institute for Special Education, Bronx, NY before the Colorado team began working on this sample bank of goals and objectives.

- ◆ Barbara Galgano, COMS
- ◆ Danielle Hartung, COMS
- ◆ Cheryl Palgon, COMS
- ◆ Thomas Yoder, COMS
- ◆ James Waters, COMS

The final credit should be to Joann Wong, who worked with Valeria Foreman in 1999 on a similar writing project

TABLE OF CONTENTS

Goal #	Title of Goal	Page
1	Demonstrate an improvement in attending to a variety of stimuli in the environment	5
2	Demonstrate an improvement in the ability to use auditory information for orientation purposes	5
3	Demonstrate an improvement to follow simple instructions in Orientation and Mobility	6
4	Demonstrate an improvement in responding to mobility-related questions	6
5	Demonstrate an improvement in awareness of the body, including body parts, functions, and movements	7
6	Demonstrate an improvement in the functional use of left and right for travel and orientation	7
7	Demonstrate an improvement in the ability to make turns	8
8	Demonstrate an improvement in the understanding of comparative sizes for functional use in orientation and mobility	8
9	Demonstrate an improvement in development of spatial awareness and direction	8
10	Demonstrate an improvement in positive attitudes and behaviors while traveling	9
11	Demonstrate an improvement in recognizing and using landmarks and clues for orientation purposes.	9
12	Demonstrate an improvement in the use of basic skills for travel	10
13	The student will increase her cane skills in order to travel safely and independently in indoor environments	10
14	Demonstrate an improvement in independent travel in the school environment	11
15	Demonstrate an improvement in the use of an adaptive mobility device to develop the concepts and motor skills needed for future long cane use.	11
16	Demonstrate an improvement in using the long cane for safe and efficient travel	12

17	Demonstrate an improvement to successfully use a wheelchair for orientation and mobility	12
18	Demonstrate an improvement to successfully use a walker for orientation and mobility	13
19	Demonstrate an improvement to successfully use crutches for orientation and mobility for low vision students	14
20	Demonstrate an improvement to successfully use a support cane for orientation and mobility	14
21	Demonstrate an improvement in using distance low vision devices to obtain visual information	14
22	Demonstrate an improvement in developing orientation skills and concepts to enter and exit a vehicle safely and efficiently.	15
23	Demonstrate an improvement in using a map for orientation and mobility	16
24	Demonstrate an improvement in using cardinal directions for orientation purposes	16
25	Demonstrate an improvement in developing travel skills in a residential area.	17
26	The student will cross residential streets safely.	18
27	Demonstrate and develop the knowledge and skills necessary for successful travel in adverse weather conditions	19
28	Demonstrate an improvement in utilizing the address system to locate familiar and unfamiliar destinations.	19
29	Demonstrate an improvement in the knowledge and skills necessary for traveling in rural areas.	20
30	Demonstrate and develop the knowledge and skills necessary for traveling at dusk/night time	20
31	Demonstrate an improvement in developing the skills necessary to travel in a commercial area	21
32	Demonstrate an improvement in developing the skills necessary to complete street crossings in a business area.	21
33	The student will increase his ability to travel safely, efficiently, and independently in a variety of community settings.	20

34	Demonstrate the skills to travel and interact with the public in a variety of community settings.	23
35	Demonstrate an improvement in the ability to travel in a large business/busy urban area.	23

Preschool

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 1: Demonstrate an improvement in attending to a variety of stimuli in the environment.

Objectives: The student will:

1. demonstrate the ability to turn toward a voice or noise
2. demonstrate the ability to move toward a noise stimulus.
3. demonstrate the ability to look at a shiny object or light for at least 3-5 seconds.
4. demonstrate the ability to reach for or move toward an object or light
5. demonstrate the ability to maintain hold on an object when walking (e.g., cup, cane)
6. demonstrate the ability to respond to olfactory information and cues.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above six objectives.

Kindergarten to Grade 4

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 2: Demonstrate an improvement in the ability to use auditory information for orientation purposes.

Objectives: The student will:

1. demonstrate the ability to attend to environmental sounds.
2. demonstrate the ability to attend to speech (e.g., speaking at various volumes, responding to directions)
3. demonstrate the ability to localize a stationary sound
4. demonstrate the ability to move toward a stationary sound.
5. demonstrate the ability to track a moving sound.
6. demonstrate the ability to identify and label environmental sounds.
7. demonstrate the ability to use sounds to orient to the environment.
8. demonstrate the ability to apply spatial concepts to sound localization (e.g., traffic is on my side)

9. demonstrate the ability to use echolocation to determine the presence or absence of a wall or building.
10. demonstrate the ability to use object perception to determine the presence of obstacles (e.g., tree, wall)
11. demonstrate the ability to recognize sound shadows and remain oriented.
12. demonstrate the ability to use the clock analogy for orientation.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 12 objectives.

Standard 1: Physical Education-Students demonstrate competent skills in variety of physical activities and sports.

Goal 3: Demonstrate an improvement to follow simple instructions in Orientation and Mobility.

Objectives: The student will:

1. demonstrate the ability to follow one-step commands (e.g., stand-up, walk forward, turn around)
2. demonstrate the ability to follow two-step related commands (e.g., find the chair and sit down)
3. demonstrate the ability to follow two-step unrelated commands (e.g., walk past the water fountain and stop at the second door)
4. demonstrate the ability to follow conditional commands (e.g., “If you hear a car, stop walking.”)

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Access Skill: Communication and Basic Language Skills

Goal 4: Demonstrate an improvement in responding to mobility-related questions.

Objectives: The student will:

1. demonstrate the ability to respond with a “yes” or “no” to “Do you want to ____?” questions.
2. demonstrate the ability to answer who, what, and where questions.
3. demonstrate the ability to answer why and how questions.
4. demonstrate the ability to answer yes-no questions that require judgment (e.g., “Did you pass the cafeteria?”)

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Preschool / Kindergarten – Grade 4

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 5: Demonstrate an improvement in awareness of the body, including body parts, functions, and movements.

Objectives: The student will:

1. demonstrate the ability to identify body parts on the face through touch, imitation, or functional use (e.g., eyes, ears, nose, mouth, cheeks, forehead, eyebrows)
2. demonstrate the ability to identify non-facial body parts through touch, imitation, or functional use (e.g., arms, legs, elbows, hands, fingers, nails, knees, feet, toes, etc.)
3. demonstrate spatial awareness and movement of the head, trunk, and limbs from standing or sitting positions (e.g., bend body backwards, bend body forwards, bend body to side, bend knees to squatting, rise up on toes, walk forward, walk backward, jump up, step sideways, bend arm at the elbow, lift arms overhead, stand on one foot, place arms out to sides, place arms behind body).
4. demonstrate spatial awareness and movement of the whole body from standing or sitting positions (e.g., bend body forward).
5. demonstrate the ability to identify body planes (through touch, imitation, or functional use).
6. demonstrate the ability to place objects in relation to body planes (e.g., place the ball behind you).
7. demonstrate the functional understanding of objects in relation to self (e.g., opening a door and going through).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above seven objectives.

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 6: Demonstrate an improvement in the functional use of left and right for travel and orientation.

Objectives: The student will:

1. demonstrate an awareness of left and right.
2. demonstrate the ability to use left and right in relation to objects (e.g., walk on the right side of the hallway).

3. demonstrate body laterality using complex directions (e.g., hold the cane in the left hand and place the tip along the wall on the right side).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Preschool / Kindergarten – Grade 4

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 7: Demonstrate an improvement in the ability to make turns.

Objectives: The student will:

1. demonstrate the ability to make a quarter or 90 degree turn.
2. demonstrate the ability to make a half or about-face or 180 degree turn.
3. demonstrate the ability to make a whole or 360 degree turn.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 8: Demonstrate an improvement in the understanding of comparative sizes for functional use in orientation and mobility.

Objectives: The student will:

1. demonstrate an awareness of quantitative concepts through functional use (e.g., big/little; short/long; narrow/wide).
2. demonstrate the awareness of left and right when facing another person.
3. demonstrate the ability to identify left and right sides of a person facing them.
4. demonstrate the ability to recognize directionality in relation to objects (e.g., the right side of the staircase going up is on your left going down).
5. demonstrate the ability directionality in a complex environment (e.g., when walking on the right side of the hallway, people coming in the opposite direction are on their right side from their perspective).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above five objectives.

Goal 9: Demonstrate an improvement in development of spatial awareness and direction.

Objectives: The student will:

1. demonstrate the ability to use directional and positional concepts (e.g., up/down; over/under; toward/away...).
2. demonstrate the ability to name the four compass directions.
3. demonstrate the ability to identify the front, back, left, and right sides of a room in relation to the door.
4. demonstrate the ability to identify the directional corners of a room (e.g., front right, front left).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

All Grades

Access Skill: Self Advocacy/Self Determination

Goal 10: Demonstrate an improvement in positive attitudes and behaviors while traveling.

Objectives: The student will:

1. demonstrate the ability to cooperate with the instructor.
2. demonstrate the ability to rely on self for travel needs.
3. demonstrate the ability to exhibit appropriate behavior in public.
4. demonstrate the ability to exhibit confidence during travel.
5. demonstrate the ability to know when and where to use the cane for identification as a low-vision traveler.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above five objectives.

Preschool / Kindergarten – Grade 12

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 11: Demonstrate an improvement in recognizing and using landmarks and clues for orientation purposes.

Objectives: The student will:

1. demonstrate the ability to use landmarks for orientation.
2. demonstrate the ability to use clues for orientation.
3. demonstrate the ability to use color to discriminate visual landmarks, clues and environmental features.

4. demonstrate the ability to identify various shapes for orientation and mobility information (e.g., triangle, rectangle, octagon, etc.)

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Kindergarten – Grade 12

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 12: Demonstrate an improvement in the use of basic skills for travel.

Objectives: The student will:

1. demonstrate the ability to use sighted-guide techniques
2. demonstrate the ability to use the hand for trailing
3. demonstrate the ability to use the upper forearm protective technique.
4. demonstrate the ability to use the lower body protective technique.
5. demonstrate the ability to combine trailing with protective technique.
6. demonstrate the ability to use squaring-off technique.
7. demonstrate the ability to use parallel alignment technique.
8. demonstrate the ability to locate dropped objects in a systematic manner.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above eight objectives.

Grades 3-12

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 13: The student will increase her cane skills in order to travel safely and independently in indoor environments.

Objectives: The student will:

1. Using the 2-point touch technique, the student will detect and respond appropriately to obstacles in her path.
2. Using a cane, the student will independently detect the width and depth of up-curbs or drop-offs.
3. Using a cane, the student will safely ascend stairs without using handrails.
4. Using a cane, the student will safely descend stairs without using handrails.
5. Using the 2-point touch technique, the student will maintain an appropriate arc the width of her body with no verbal prompts.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above five objectives.

School Environment

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 14: Demonstrate an improvement in independent travel in the school environment.

Objectives: The student will:

1. demonstrate the ability to travel independently in a classroom setting by locating (e.g., front door, desk, sink, coat rack, cubbies, computer, teachers desk, classroom bathroom, etc.).
2. demonstrate the ability to travel independently to other rooms in the school by locating (e.g., cafeteria, office, bathroom, gym, playground, library, music room, nurses office, etc.).
3. demonstrate the ability to travel independently to other buildings on the school campus.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Adaptive Mobility Device

All Grades

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 15: Demonstrate an improvement in the use of an adaptive mobility device to develop the concepts and motor skills needed for future long cane use.

Objectives: The student will:

1. demonstrate the ability to explore the device.
2. demonstrate the ability to maintain a grip on the device while standing or moving.
3. demonstrate the ability to maintain the device in front of the body.
4. demonstrate the ability to stop when the device contacts obstacles.
5. demonstrate the ability to stop when the device contacts drop-offs.
6. demonstrate the ability to negotiate doors with the device.
7. demonstrate the ability to negotiate stairs with the device.

8. demonstrate the ability to hold the device while traveling with a sighted guide.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above eight objectives.

Long Cane

Kindergarten – Grade 12

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 16: Demonstrate an improvement in using the long cane for safe and efficient travel.

Objectives: The student will:

1. demonstrate the ability to recognize different types and styles of canes.
2. demonstrate the ability to recognize and name parts of a cane.
3. demonstrate the ability to use the diagonal technique.
4. demonstrate the ability to use the diagonal trailing technique.
5. demonstrate the ability to use the verification cane technique to respond to environmental information.
6. demonstrate the ability to use the two-point touch technique.
7. demonstrate the ability to use the touch and drag technique.
8. demonstrate the ability to use the touch and slide technique.
9. demonstrate the ability to use the three-point touch technique.
10. demonstrate the ability to use the constant contact technique.
11. demonstrate the ability to use the cane on ascending stairs.
12. demonstrate the ability to use the cane on descending stairs.
13. demonstrate the ability to use the cane responsibly.
14. demonstrate the ability to store and retrieve the cane.
15. demonstrate the ability to use the cane appropriately with a sighted guide.
16. demonstrate the ability to clear with the cane before stepping.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 16 objectives.

Wheelchair Mobility

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 17: Demonstrate an improvement to successfully use a wheelchair for orientation and mobility.

Objectives: The student will:

1. demonstrate basic skills for wheelchair use (e.g., set/release brakes, maneuver chair forward/backwards, make turns....).
2. demonstrate the ability to maintain a line of travel using a guideline (e.g., wall, furniture, and rail).
3. demonstrate the ability to travel safely over irregularities I surfaces (e.g., thresholds).
4. demonstrate the ability to travel safely over various outdoor surfaces (e.g., pavement, gravel, grass).
5. demonstrate the ability to travel a straight line on the sidewalk
6. demonstrate the ability to move around obstacles in the line of travel efficiently.
7. demonstrate the ability to open and close doors while in the wheelchair.
8. demonstrate the ability to use access ramps and ramped curb cuts.
9. demonstrate the ability to travel along a curved shoreline.
10. demonstrate the ability to ask for assistance when needed.
11. demonstrate the ability to refuse help when not needed.
12. demonstrate the ability to alert other visually impaired persons of the presence of the wheelchair.
13. demonstrate the ability to instruct an assistant in how to make transfers.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 13 objectives.

Walker Mobility

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 18: Demonstrate an improvement to successfully use a walker for orientation and mobility.

Objectives: The student will:

1. demonstrate basic skills for using a walker (e.g., transition from chair to walker, make turns).
2. demonstrate the ability to travel safely indoors by avoiding obstacles.
3. demonstrate the ability to travel safely outdoors by avoiding obstacles.
4. demonstrate the ability to make safe street crossings as measured by the following standards: (e.g., locating the crosswalk locating curbs, determine the traffic pattern, determine the surface conditions, walk forward with a walker to reach a destination, make turns with the walker, etc.).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Crutches

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 19: Demonstrate an improvement to successfully use crutches for orientation and mobility for low vision students.

Objectives: The student will:

1. demonstrate basic skills for using crutches (e.g., transition from sitting to standing, make turns...).
2. demonstrate the ability to use a sighted assistant while walking with crutches.
3. demonstrate the ability to travel safely indoors with crutches.
4. demonstrate the ability to travel safely outdoors with crutches.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Support Cane

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 20: Demonstrate an improvement to successfully use a support cane for orientation and mobility.

Objectives: The student will:

1. demonstrate basic skills for using a support cane (e.g., transition from sitting to standing, make turns....).
2. demonstrate the ability to use a sighted assistant while walking with a support cane.
3. demonstrate the ability to travel safely indoor with support cane.
4. demonstrate the ability to travel safely outdoors with support cane.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above four objectives.

Low Vision

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 21: Demonstrate an improvement in using distance low vision devices to obtain visual information.

Objectives: The student will:

1. demonstrate the ability to understand the purpose of the device.
2. demonstrate the ability to understand the basic principles of a distance low vision device.
3. demonstrate the ability to maintain the device properly.
4. demonstrate the ability to use the device in a safe and efficient manner.
5. demonstrate the ability to focus the device.
6. demonstrate the ability to spot specific items with a device
7. demonstrate the ability to trace a line, edge, or contour in order to conceptualize the object.
8. demonstrate the ability to scan with the device using visually efficient search patterns.
9. demonstrate the ability to track with the device to follow moving objects or people.
10. demonstrate the ability to recognize problems with the device (e.g., dirty, scratched or broken lens).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 10 objectives.

Car Familiarization

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 22: Demonstrate an improvement in developing orientation skills and concepts to enter and exit a vehicle safely and efficiently.

Objectives: The student will:

1. demonstrate the ability to enter and exit a vehicle safely.
2. demonstrate the ability to open and close a door independently.
3. demonstrate the ability to store the cane appropriately in the vehicle.
4. demonstrate the ability to put on and take off a seat belt.
5. demonstrate the ability to lock and unlock the door unassisted.
6. demonstrate the ability to locate the passenger side and driver side of the vehicle from outside the vehicle.
7. demonstrate the ability to locate the front seat and the back seat.
8. demonstrate the ability to identify and locate the passenger door when the car is parked in various positions (e.g., parallel parked, perpendicularly parked, and diagonally parked).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above eight objectives.

Maps

Grades 3-12

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 23: Demonstrate an improvement in using a map for orientation and mobility.

Objectives: The student will:

1. demonstrate the ability to use a map to determine direction of turns to remain orientated along a route.
2. demonstrate the ability to use a map to estimate travel distance.
3. demonstrate the ability to use a map to familiarize him or herself to an area.
4. demonstrate the ability to use a map to determine spatial relationships between two or more objectives.
5. demonstrate the ability to use a map to plan a short route.
6. demonstrate the ability to use a map to plan a moderately complex route.
7. demonstrate the ability to use a map to plan a long complex route.
8. demonstrate the ability to use a map to key/legend to interpret map symbols.
9. demonstrate the ability to use a map to for reorientation.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above nine objectives.

Cardinal Directions

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 24: Demonstrate an improvement in using cardinal directions for orientation purposes.

Objectives: The student will:

1. demonstrate the ability to name the cardinal directions.
2. demonstrate the ability to identify opposite directions of north/south, east/west.
4. demonstrate the ability to read and use a compass correctly
5. demonstrate the ability to identify compass directions in relation to self.
6. demonstrate the ability to use the sun to determine cardinal directions.
7. demonstrate the ability to identify all directional relationships
8. demonstrate the ability to identify the directional side of a street.
9. demonstrate the ability to identify the directional corner of an intersection.
10. demonstrate the ability to execute a route using cardinal directions.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above ten objectives.

Residential Travel

Grades 3-12

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 25: Demonstrate an improvement in developing travel skills in a residential area.

Objectives: The student will:

1. demonstrate the ability to define a residential area.
2. demonstrate the ability to develop a concept of a city block by walking a city block and reaching the original destination.
3. demonstrate the ability to locate and identify common components of a residential area by naming: (e.g., sidewalks, drive ins, landscaping, houses, mailboxes, light poles, fire hydrants, etc.).
4. demonstrate the ability to develop the concept of an intersection and its relationship to a city block where 2, 3, or 4 blocks intersect.
5. demonstrate the ability to develop the concept of a grid system
6. demonstrate the ability to maintain a straight line of travel on a sidewalk without excessive veering.
7. demonstrate the ability to correct for veering on a sidewalk
8. demonstrate the ability to detect a curb, drop-off, ramped curb cut, or blended curb at the corner.
9. demonstrate the ability to execute an “I” shaped route (straight line) within one block.
10. demonstrate the ability to execute an “L” shaped route within one block.
11. demonstrate the ability to execute a “U” shaped route within one block.
12. demonstrate the ability to execute a route around the block.
13. demonstrate the ability to execute an “I” shaped route (straight line) within a grid pattern of consecutive blocks.
14. demonstrate the ability to execute an “L” shaped route (straight line) within a grid pattern of consecutive blocks.
15. demonstrate the ability to execute a “U” shaped route (straight line) within a grid pattern of consecutive blocks.
16. demonstrate the ability to execute a zigzag shaped route consisting of a series of blocks.
17. demonstrate the ability to execute a rectangular shaped route within a grid pattern of consecutive blocks.

18. demonstrate the ability to react appropriately to warning signals or sounds in the environment (e.g., sirens, cars honking, trucks backing up...).
19. demonstrate the ability to use traffic for orientation and mobility
20. demonstrate the ability to travel safely and reorient self on irregular sidewalks.
21. demonstrate the ability to maneuver safely around obstacles in the line of travel.
22. demonstrate the ability to travel safely in areas without sidewalks or paths.
23. demonstrate the ability to recognize the need for protection at head-level in specific residential area of travel (e.g., overhanging branches).
24. demonstrate the ability to use a modified forearm protective technique when needed in residential area.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 24 objectives.

Residential Street Crossing

Kindergarten – Grade 12

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 26: The student will cross residential streets safely

Objectives: The student will:

1. demonstrate the ability to locate a down curb or ramped curb cut and stop at a safe distance from the street
2. demonstrate the ability to wait for assistance to cross the street (if applicable).
3. demonstrate the ability to locate a crosswalk.
4. demonstrate the ability to visually locate the opposite corner and/or stop signs.
5. demonstrate the ability to visually judge the distance and speed of moving vehicles.
6. demonstrate the ability to identify and define a stop sign controlled intersection.
7. demonstrate the ability to use the clock analogy to analyze traffic patterns.
8. demonstrate the ability to safely cross a two-way STOP sign controlled intersection.
9. demonstrate the ability to safely cross an all-way STOP sign controlled intersection.
10. demonstrate the ability to maintain a line of direction at the corner
11. demonstrate the ability to position oneself correctly for crossing.
12. demonstrate the ability to hold the cane in the ready and waiting position.
13. demonstrate the ability to wait on traffic when in question.
14. demonstrate the ability to cross in the absence of traffic.
15. demonstrate the ability to cross in the presence of traffic.
16. demonstrate the ability to safely navigate around an idling car.
17. demonstrate the ability to correct for veering while crossing.
18. demonstrate the ability to correct for veering after crossing.

19. demonstrate the ability to locate the desired direction after crossing.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 19 objectives.

Adverse Weather

Grade 5-12

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 27: Demonstrate and develop the knowledge and skills necessary for successful travel in adverse weather conditions.

Objectives: The student will:

1. demonstrate the ability to travel safely on familiar routes in adverse weather: rain, icy, snow
2. demonstrate the ability to recognize when auditory clues are masked or distorted by reaching a giving destination.
3. demonstrate the ability to recognize when tactile clues are masked or distorted.
4. demonstrate the ability to obtain and use sighted assistance in adverse weather conditions.
5. demonstrate the ability to gather information in advance concerning weather and travel conditions.
6. demonstrate the ability to interpret difficult travel situations and determine when to use alternative methods of travel.
7. demonstrate the ability to wear appropriate clothing and gear for different weather conditions.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above seven objectives.

Address System

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 28: Demonstrate an improvement in utilizing the address system to locate familiar and unfamiliar destinations.

Objectives: The student will

1. demonstrate the ability to locate the central dividing line for north/south and east/west streets

2. demonstrate the ability to distinguish odd and even sides of streets
3. demonstrate the ability to locate specific destinations by address in a familiar environment.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Rural Areas

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 29: Demonstrate an improvement in the knowledge and skills necessary for traveling in rural areas.

Objectives: The student will

1. demonstrate the ability to identify landmarks, clues and hazards unique to rural areas.
2. demonstrate the ability to use cane techniques appropriate for rural travel.
3. demonstrate the ability to cross streets safely and efficiently in rural areas.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Night Travel

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 30: Demonstrate and develop the knowledge and skills necessary for traveling at dusk/night time.

Objectives: The student will

1. demonstrate the ability to wear appropriate clothing to be visible at dusk and at night.
2. demonstrate the ability to detect obstacles in the path of travel.
3. demonstrate the ability to detect drop-offs in the path of travel.
4. demonstrate the ability to use a night vision device (e.g., flashlight) to enhance visual performance.
5. demonstrate the ability to compensate for glare distraction (e.g., headlights, neon signs).

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above five objectives.

Commercial/Business Travel

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 31: Demonstrate an improvement in developing the skills necessary to travel in a commercial area.

Objectives: The student will

1. demonstrate the ability to maintain a straight line of travel on the sidewalk.
2. demonstrate the ability to solicit help in a proper manner
3. demonstrate the ability to identify and negotiate gas stations and parking lots.
4. demonstrate the ability to identify street hardware found in the commercial area (e.g. mailbox, trash can, public telephone).
5. demonstrate the ability to travel safely past street hardware.
6. demonstrate the ability to read simple signs and words.
7. demonstrate the ability to locate specific destinations in commercial areas.
8. demonstrate the ability to safely use escalators.
9. demonstrate the ability to safely use revolving doors.
10. demonstrate the ability to safely use an elevator.
11. demonstrate the ability to recognize and safely cross railroad tracks.
12. demonstrate the ability to negotiate construction tunnels and construction areas.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 12 objectives.

Business Area Street Crossings

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 32: Demonstrate an improvement in developing the skills necessary to complete street crossings in a business area.

Objectives: Students will:

1. demonstrate the ability to find an alternate intersection when a crossing is judged to be too confusing or unsafe.
2. demonstrate the ability to identify parallel and perpendicular traffic surges
3. demonstrate the ability to see traffic lights
4. demonstrate the ability to see signal box displays (walk/don't walk signs)

5. demonstrate the ability to locate and understand the use of crosswalk traffic control buttons
6. demonstrate the ability to identify and use audible traffic signals.
7. demonstrate the ability to identify turning cars
8. demonstrate the ability to position self correctly at a corner for crossing
9. demonstrate the ability to check alignment with traffic
10. demonstrate the ability to identify and execute the correct time to cross a traffic light controlled intersection
11. demonstrate the ability to maintain a straight line of travel during crossing
12. demonstrate the ability to correct for veering while crossing business streets.
13. demonstrate the ability to correct for veering after crossing business streets
14. demonstrate the ability to remain oriented to a desired direction of travel after crossing
15. demonstrate the ability to make multiple or double crossings.
16. demonstrate the ability to safely cross at split light cycle intersections
17. demonstrate the ability to analyze intersections to determine shape, traffic patterns, type of traffic control, and make safe crossing decisions.
18. demonstrate the ability to negotiate an intersection with a traffic island.
19. demonstrate the ability to travel between school and a nearby small business area
20. demonstrate the ability to travel between school and a medium sized business area.
21. demonstrate the ability to record and follow teacher given directions to an unfamiliar business area
22. demonstrate the ability to solicit and use public assistance safely for crossing busy streets

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above 22 objectives.

Community

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 33: The student will increase his ability to travel safely, efficiently, and independently in a variety of community settings.

Objectives: Using parallel traffic, the student will safely cross intersections controlled by:

1. a traffic light with light to moderate to heavy traffic.
2. 4-way stop signs with moderate to heavy traffic.
3. 2-way stop signs with moderate to heavy traffic.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above three objectives.

Objectives: The student will:

1. cross intersections in residential neighborhoods with light to moderate traffic during the absence of traffic.
2. use address systems, compass directions, and landmarks to independently plan and implement routes chosen by the teacher.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above two objectives.

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 34: Demonstrate the skills to travel and interact with the public in a variety of community settings.

Objectives: The student will:

1. demonstrate the procedures for shopping in a grocery stores
2. demonstrate the procedures for shopping in a variety of stores
3. demonstrate the procedures for traveling in a shopping mall
4. demonstrate the procedures for traveling in a post office or bank
5. demonstrate the procedures for going to a restaurant.

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above five objectives.

Standard 1: Geography-Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

Goal 35: Demonstrate an improvement in the ability to travel in a large business/busy urban area.

Objectives: The student will

1. demonstrate the ability to describe the geographic layout of the urban area
2. demonstrate the ability to identify the dividing line between east/west in a particular area

3. demonstrate the ability to locate specific corners and addresses in the urban area
4. demonstrate the ability to negotiate crowded sidewalks
5. demonstrate the ability to safely cross streets in a large business area
6. demonstrate the ability to plan and safely execute routes to various locations in the urban area

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above six objectives.

Public Transportation

Access Skill: Physical-the process by which a student accesses and accomplishes activities that require physical function.

Goal 36: Demonstrate an improvement in using O&M skills necessary to travel on public transportation

Objectives: Accessing a bus, the student will:

1. demonstrate the ability to carry appropriate items for bus trip (e.g., ID, emergency money, cane, low vision devices)
2. demonstrate the ability to read and use a bus schedule (large print and/or Braille)
3. demonstrate the ability to read and use a bus map for mass transit
4. demonstrate the ability to locate and wait, in an appropriate manner, at a familiar bus stop
5. demonstrate the ability to locate and read bus route numbers on bus-stop sign and/or on bus
6. demonstrate the ability to safely board a bus, pay the fare, and locate a seat
7. demonstrate the ability to communicate effectively with the bus driver.
8. demonstrate the ability to safely exit a bus at the correct stop and maintain orientation after disembarking
9. demonstrate the ability to travel instructor planned one-way routes
10. demonstrate the ability to travel instructor planned round trip routes.
11. demonstrate the ability to employ procedures if the planned bus stop is missed.
12. demonstrate the ability to employ procedures if the student and instructor are separated during trip
13. demonstrate the ability to locate return bus stops on unfamiliar routes
14. demonstrate the ability to travel bus routes requiring bus transfers
15. demonstrate the ability to self-plan, record, and execute bus routes
16. demonstrate the ability to solicit assistance from the bus driver and/or other passengers

Objectives: Accessing the subway, the student will:

1. demonstrate the ability to carry appropriate items for subway trips (e.g., ID, emergency money, cane, low vision devices)

2. demonstrate the ability to read and use subway schedule (large print and/or Braille)
3. demonstrate the ability to read and use a subway map for mass transit
4. demonstrate the ability to enter and exit a familiar subway station
5. demonstrate the ability to purchase subway tokens and use them to enter the subway station
6. demonstrate the ability to add money to the Metro-Card and use it to enter the subway station
7. demonstrate the ability to safely locate a subway platform
8. demonstrate the ability to safely locate the platform edge and stand in a safe waiting position
9. demonstrate the ability to travel safely on a single edged subway platform
10. demonstrate the ability to travel safely on a double-edged subway platform
11. demonstrate the ability to identify types of subway platforms and common subway station layouts
12. demonstrate the ability to determine when the appropriate train has arrived
13. demonstrate the ability to locate train door openings
14. demonstrate the ability to enter the train safely and quickly
15. demonstrate the ability to locate areas to stand or sit inside of trains
16. demonstrate the ability to exit subway cars quickly and safely.
17. demonstrate the ability to exit the subway station.
18. demonstrate the ability to reorient self after exiting the subway station
19. demonstrate the ability to use public assistance to enter and exit subway cars.
20. demonstrate the ability to use sensory clues and/or public assistance to remain oriented while on train routes.
21. demonstrate the ability to use public assistance to enter and exit complex subway stations
22. demonstrate the ability to travel instructor planned subway routes
23. demonstrate the ability to travel self-planned subway routes
24. demonstrate the ability to travel subway routes that involve the use of subway transfers
25. demonstrate the ability to travel routes that involve the use of subways and buses.
26. demonstrate the ability to employ procedures if the planned subway stop is missed.

Objectives: Accessing special transit, the student will:

1. demonstrate the ability to arrange for transportation pick-up and drop-off
2. demonstrate the ability to board and exit transportation vehicle safely
3. demonstrate the ability to pay or show ID to special transit driver
4. demonstrate the ability to locate a seat
5. demonstrate the ability to maintain orientation after disembarking
6. demonstrate the ability to utilize a lift safely when using a wheelchair

Objectives: Accessing a taxi cab, the student will:

1. demonstrate the ability to arrange for taxicab pick-up and drop-off (e.g., time, location, estimated fare).
2. demonstrate the ability to wait for taxicab in the designated location
3. demonstrate the ability to confirm the taxicab company called for prior to entering car
4. demonstrate the ability to pay the driver upon arrival at the destination
5. demonstrate the ability to solicit assistance from the driver for orientation when arriving at the destination
6. demonstrate the ability to maintain orientation after reaching destination

Objectives: Accessing city-to-city travel, the student will:

25. demonstrate the ability to state, either verbally or written, the procedures for traveling on city to city buses
26. demonstrate the ability to state, either verbally or written, the procedures for traveling on city to city rail lines
27. demonstrate the ability to state, either verbally or written, the procedures for traveling on airplanes
28. demonstrate the ability to state, either verbally or written, the procedures for checking baggage, obtaining assistance to gate or boarding area, obtaining a seat, locating a seat
29. demonstrate the ability to obtain travel information (e.g., cost, schedules).
30. demonstrate the ability to travel within a city bus terminal
31. demonstrate the ability to travel within a city train terminal
32. demonstrate the ability to travel on commuter bus lines
33. demonstrate the ability to travel on commuter rail lines

Baseline: Insert individual student level on these skills.

Criteria: Refer to Criteria Format Sheet for the above public transportation objectives.

Criteria Formats

Select an appropriate evaluation criteria for each objective listed on the IEP request sheet. Blanks in the criteria formats are to be filled in at the IEP meeting. Criteria formats are listed below.

- A. At least _____ of _____ trials for _____ session(s).
- B. With no more than _____ errors for _____ sessions.
- C. At least _____ of _____ trials across _____ settings.
- D. At least _____ times in a _____ minute session.
- E. At least _____ of _____ minutes
- F. For _____ sessions.
- G. At least _____% accuracy.
- H. In _____ age-appropriate settings.
- I. At least _____% accuracy.
- J. At least _____% of the time.
- K. With _____% consistency
- L. For _____ weeks
- M. As measured by: