

The SESIS IEP for O&M Mandated Students



**Educational
Vision Services**

**NYC
Department of
Education**

District 75

**400 First
Avenue**

**New York, NY
10010**

Telephone:

917-256-4259

Fax: 917-256-4230

www.edvisionservices.org

Dr. Laurence Gardner, EVS Director

Elga Joffe, COMS

EVS O&M Coordinator

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Preparing an IEP in SESIS for O&M Students

Required Components of a SESIS IEP for O&M Mandated Students

Present Level of Performance and Individual Needs

- Physical Development
- Student Strengths
- Physical Development Needs, including consideration of student needs that are of concern to the parent
- Management Needs, including the nature (type) and degree (extent) to which environmental and human or material resources are needed to address the student needs that have been identified

Annual Goals and Objectives

- SMART Goals
- Short term objectives (for students in alternate assessment only)

Recommended Programs and Services

- **Related Service O&M Mandate(s)** may include:
 - services from an orientation and mobility teacher
 - services from an orientation and mobility teacher and services by an orientation and mobility paraprofessional
- **Location of Service for O&M Instruction** is hand-entered in the box, "Location Where Service Will be Provided," and includes one or more below, as appropriate. For example:
 - on school grounds
 - in the school neighborhood
 - in the larger community

Location of Service for O&M Instruction is hand entered in the box, "in the school building"

Each O&M need identified by assessment must be addressed in the IEP through:

- Management needs statements
- Annual goals/objectives
- O&M related service mandates

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Present Level of Performance and Individual Needs

Section	Information to Enter	Documentation
Physical Development	Nature of vision impairment, vision diagnosis	E-12S/date, eye doctor report
	Visual acuity, visual field	E-12S/date, eye doctor report
	Effect of vision impairment on age-appropriate mobility for school activities with typical school supervision	O&M evaluation, O&M progress report, date
	Effect of vision impairment on specific indoor mobility, orientation, and safety skills, such as walking in lines, negotiating obstacles, going up and down stairs	Teacher observation O&M skills checklists and ratings
	Effect of vision impairment on specific community mobility and safety skills such as crossing the street, using the city bus, and subway	Teacher observation O&M skills checklists and ratings
	Concomitant disabilities, other factors that affect mobility performance	School records/date

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Present Level of Performance and Individual Needs - Continued

Section	Information to Enter	Documentation
Student Strengths	Established, improving O&M skills and techniques	EVS O&M Database ratings
	Motivation	Teacher observation
	Interest	Teacher observation
	Use of O&M skills throughout the school day	Teacher observation, information from the educational team
Physical Development Needs Stated as: Student's physical development needs for orientation and mobility include acquisition of:	O&M skills and techniques	Assessment, teacher observation, team input
	Safety skills	Assessment, teacher observation, team input
	Conceptual, environmental, and orientation skills, motor control for O&M	Assessment, teacher observation, team input
	O&M related social and self-advocacy skills	Assessment, teacher observation, team input
	O&M related needs that are of concern to the parent	Parent communication/date
	Other O&M needs	Assessment

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Present Level of Performance and Individual Needs – Continued

Section	Information to Enter	Documentation
Management Needs	Related services from an orientation and mobility teacher (MT)	EVS O&M Evaluation, EVS O&M Progress report
	Related services from a mobility paraprofessional (MP) for MP mandated students only	EVS O&M Evaluation, EVS O&M Progress Report
	Mobility cane, teacher made adaptive mobility device, adapted maps, etc., as appropriate	EVS O&M Evaluation, EVS O&M Progress Report
	Use of personal low vision devices, such as telescopes, light filters, magnifiers, etc.	EVS O&M Evaluation, EVS O&M Progress Report
	Physical contact and assistance by school personnel for safety and orientation	EVS O&M Evaluation, EVS O&M Progress Report
	Training for MP, classroom, school staff in O&M skills, techniques, monitoring, and safety strategies by the O&M teacher	
	Collaboration with educational team	

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Annual Goals and Objectives

SMART Goals

S = Specific. A specific statement of what the student is expected to achieve in one year

M = Measurable. A specific and observable measure that teachers establish to determine if a goal has been achieved

A = Achievable. A requirement for teachers to set goals a student is capable of achieving within one year's time.

R = Relevant. A requirement for teachers to set goals that are relevant *per* needs identified in the IEP section describing student's **Present Level of Performance**

T = Time Related. A specific statement as to when student progress will be measured

O&M Goal Areas

Skill Attainment during O&M Lessons

O&M Performance

O&M Skill Attainment - School Neighborhood

O&M Skill Attainment – Community Mobility

O&M Skill Attainment - City Buses, Subways, and Other Public Transit

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A Guide to Preparing O&M Annual Goals

Use this grid to select skills, instructional environments, and monitoring levels to develop individualized annual goals.

Student will demonstrate	Instructional Environments	Level of Monitoring by Teacher	Level of Monitoring by Paraprofessional
Mobility techniques student will demonstrate			
O&M related motor skills, sensory skills, including visual skills student will demonstrate			
Conceptual skills student will demonstrate			
Route planning and orientation skills student will demonstrate			
Safety skills student will demonstrate			

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O&M Goal Template 1. Skill Attainment during O&M Lessons			
Annual Goal	Criteria	Method	Schedule
<p>In one year, during O&M lessons Student will demonstrate _____, _____, and _____ in _____ (instructional environment) _____ with monitoring for safety during O&M lessons.</p>		<p>Teacher observation Teacher rating in the EVS O&M Skills Database</p>	<p>Two times during the school year in EVS O&M Report Card</p>

***Sample Goal:** In one year during orientation and mobility lessons **Student** will demonstrate age-appropriate use of guided travel, the diagonal cane, and constant contact techniques in hallways and on stairs, effective use of distance, position, spatial concepts, and sensory information for orientation to rooms and hallways, and age-appropriate mobility related safety skills in **his/her** school building, on the school grounds, and in the school neighborhood with monitoring for safety by the orientation and mobility teacher.

***This is a comprehensive goal developed for sample purposes. It can be divided into multiple annual goals, edited to address individual needs, or used as is, if applicable. Refer to the grid, "A Guide to Preparing O&M Annual Goals," on page 7 to develop individualized annual goals.**

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O&M Goal Template 2. O&M Performance – MP mandate			
Annual Goal	Criteria	Method	Schedule
<p>In one year, Student will demonstrate _____, and _____ in the school building, in the school neighborhood, on field trips, and during fire drills/emergency evacuations with monitoring for safety by mobility paraprofessional at a distance of 5' or less.</p>		<p>Teacher observation</p> <p>Teacher rating in the EVS O&M Skills Database</p>	<p>Two times during the school year in EVS O&M Report Card</p>

*** Sample Goal:** In one year **Student** will demonstrate orientation and mobility skills during daily school activities by using a children's mobility cane on single levels and on stairs, traveling in line with his/her class in school and in the school neighborhood, by using guided travel and cane technique during field trips and fire drills/emergency evacuations, and advocating for his/her needs on an age-appropriate level with monitoring for safety by the classroom teacher and mobility paraprofessional at a distance of 5'.

***This is a comprehensive goal developed for sample purposes. It can be divided into multiple annual goals, edited to address individual needs, or used as is, if applicable. Refer to the grid, "A Guide to Preparing O&M Annual Goals," on page 7 to develop individualized annual goals.**

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O&M Template 3. O&M Performance - No MP Mandate			
Annual Goal	Criteria	Method	Schedule
<p>In one year, Student will participate in daily activities in the school building, on school grounds, in the school neighborhood, on field trips, and during fire drills/emergency evacuations by demonstrating _____, with monitoring for safety by school personnel.</p>		<p>Teacher observation</p> <p>Teacher rating in the EVS O&M Skills Database</p>	<p>Two times during the school year in EVS O&M Report Card</p>

Sample Goal: In one year **Student** will participate in daily activities in **his/her** school building, on school grounds, and in **his/her** school neighborhood during fire drills/emergency evacuations, and on field trips by demonstrating age-appropriate use of guided travel, the diagonal cane technique, constant contact cane technique in hallways, level changes, at obstacles, and stairs; and age-appropriate self-advocacy and mobility related safety skills with monitoring for safety by school personnel.

***This is a comprehensive goal developed for sample purposes. It can be divided into multiple annual goals, edited to address individual needs, or used as is, if applicable. Refer to the grid, "A Guide to Preparing O&M Annual Goals," on page 7 to develop individualized annual goals.**

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O&M Template 4. O&M Goals and Objectives (Alternate Assessment)			
Annual Goal	Criteria	Method	Schedule
In one year during O&M lessons Student will demonstrate <hr/> by *(1)_____, *(2)_____, and *(3) <hr/> with monitoring for safety during O&M lessons.		Teacher observation Teacher rating in the EVS O&M Skills Database	Two times during the school year in EVS O&M Report Card

- *Objective 1.1 – This objective is written for (1)
- *Objective 1.2 – This objective is written for (2)
- *Objective 1.3 – This objective is written for (3)

Sample Goal: In one year during O&M lessons **Student** will demonstrate safe and purposeful use of guided travel skills on a single level in school for daily school activities by taking a tangible symbol at the start of a route and matching it to her destination, by establishing and sustaining the guided travel grip and position, and by sustaining forward movement along a mobility route indoors and in the community with physical assistance by the orientation and mobility teacher.

- 1.1 **Student** will position her hand and body correctly for guided travel with no more than 3 corrective physical interventions when she ambulates with the O&M teacher.
- 1.2 **Student** will sustain the correct guided travel position and forward movement for a distance of at least 5' in school on a single level with no more than 3 corrective physical interventions when she ambulates with her class indoors.
- 1.3 **Student** will match a tangible symbol she uses as an anticipation cue to the same tangible symbol posted as a destination marker when traveling along at least two routes with verbal and physical assistance.

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Sample O&M Goals

The sample O&M goals that follow are comprehensive sample goal statements for students with a range of O&M skills and needs. They are provided for sample purposes only.

These goals can be divided into multiple annual goals, edited to address individual needs, or used as is, if applicable. Refer to the grid, “A Guide to Preparing O&M Annual Goals,” on page 7 to develop individualized annual goals.

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Preparing an IEP in SESIS for O&M Students

Sample Goals – Basic O&M Skill Instruction

Basic Skill Instruction - Student is Totally Blind

In one year during orientation and mobility lessons **Student** will demonstrate age-appropriate use of guided travel, the diagonal cane, and constant contact techniques in hallways and on stairs, effective use of distance, position, spatial concepts, and sensory information for orientation to rooms and hallways, and age-appropriate mobility related safety skills in **his/her** school building, on the school grounds, and in the school neighborhood with monitoring for safety by the orientation and mobility teacher.

Basic Skill Instruction – Available Vision and a Mobility Cane

In one year during orientation and mobility lessons **Student** will demonstrate age-appropriate use of guided travel, the diagonal cane, and constant contact techniques in hallways and on stairs, effective use of visual and other sensory information at obstacles and level changes, effective use of distance, position, spatial concepts, visual and other sensory information for orientation to rooms and hallways, and age-appropriate mobility related safety skills in **his/her** school building, on school grounds, and in the school neighborhood with monitoring for safety by the orientation and mobility teacher.

Basic Skill Instruction – Available Vision Only

In one year during orientation and mobility lessons **Student** will demonstrate effective use of visual scanning and spotting and other sensory information by visually locating and negotiating obstacles, negotiating crowded environments in his/her classroom and in school hallways, locating and identifying landmarks and other visual information such as room numbers and building signage, locating and negotiating steps, stairs, and other level changes within the school building, on school grounds, and in the school neighborhood, and by demonstrating age-appropriate mobility-related safety skills, with monitoring for safety by the orientation and mobility teacher.

Basic Skill Instruction – Generic Skills, Route Planning

In one year during orientation and mobility lessons **Student** will demonstrate age-appropriate orientation and mobility skills and techniques in **his/her** school building and on the school grounds by planning and following at least 5 routes on single and multiple levels in quiet and busy conditions with monitoring for safety by the orientation and mobility teacher.

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Sample Goals – Neighborhood O&M Skill Instruction

Neighborhood Mobility Skills – Student is Totally Blind

In one year, during orientation and mobility lessons **Student** will demonstrate orientation and mobility skills in **his/her** school neighborhood by using correct cane technique, auditory information at intersections to determine the correct time to cross the street, negotiating turning cars correctly, maintaining line of travel when crossing and walking along the sidewalk, planning and following at least 5 routes of increasing complexity with monitoring for safety by the orientation and mobility teacher.

Neighborhood Mobility Skills – Available Vision and a Mobility Cane

In one year, during orientation and mobility lessons **Student** will demonstrate orientation and mobility skills in **his/her** school neighborhood by using correct cane and visual scanning techniques to negotiate sidewalks and detect intersections, using auditory and visual information to determine the correct time to cross the street, negotiating turning cars correctly, planning and following at least 5 routes of increasing complexity with monitoring for safety by the orientation and mobility teacher.

Neighborhood Mobility Skills – Available Vision Only

In one year, during orientation and mobility lessons **Student** will demonstrate orientation and mobility skills in **his/her** school neighborhood by using correct visual scanning and spotting techniques to negotiate sidewalks and detect intersections, using auditory and visual information to determine the correct time to cross the street, negotiating turning cars correctly, planning and following at least 5 routes of increasing complexity with monitoring for safety by the orientation and mobility teacher.

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Sample Goals – O&M Skill Instruction – City Buses

Mobility Skill Instruction on City Buses – Student is Totally Blind

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on city buses by planning and traveling at least 4 routes using electronic or tactile maps and other information venues, by using correct cane technique and safe street crossing skills to travel to and locate bus stops, and by using correct cane technique, auditory, and social skills to board the bus, pay the fare, take a seat, remain oriented en route, and disembark at the intended destination with monitoring for safety by the orientation and mobility teacher.

Mobility Skill Instruction on City Buses – Available Vision and a Mobility Cane

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on city buses by planning and traveling at least 4 routes using electronic or large print maps and other information venues, by using correct cane technique and visual skills to cross streets safely and locate bus stops, by using correct cane technique, visual, auditory, and social skills to board the bus, pay the fare, take a seat, remain oriented en route, and disembark at the intended destination with monitoring for safety by the orientation and mobility teacher .

Mobility Skill Instruction on City Buses – Available Vision Only

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on city buses by planning and traveling at least 4 routes using electronic or large print maps and other information venues, by using correct scanning and other visual skills to cross streets safely and locate bus stops, by using effective visual, auditory, and social skills to board the bus, pay the fare, take a seat, remain oriented en route, and disembark at the intended destination with monitoring for safety by the orientation and mobility teacher.

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Sample Goals – O&M Skill Instruction - Subways

Mobility Skill Instruction on Subways – Student is Totally Blind

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on subways by planning and traveling at least 4 routes using electronic or tactile maps and other information venues, by using correct cane technique and safe street crossing skills to travel to and locate subway stations, by using correct cane technique, auditory, and social skills to enter the subway, pay the fare, establish and maintain a safe location to wait for the train, by using correct cane technique, auditory, and social skills to board the train, remain oriented en route, and disembark at the intended destination, and by using by using correct cane technique, auditory, and social skills to exit the subway station with monitoring for safety by the orientation and mobility teacher .

Mobility Skill Instruction on Subways – Available Vision and A Mobility Cane

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on subways by planning and traveling at least 4 routes using electronic or large print maps and other information venues, by using correct cane technique and effective visual skills to cross street safely and locate subway stations, by using correct cane technique, visual, auditory, and social skills to enter the subway, pay the fare, establish and maintain a safe location to wait for the train, by using correct cane technique, visual, auditory, and social skills to board the train, remain oriented en route, and disembark at the intended destination, and by using by using correct cane technique, visual, auditory, and social skills to exit the subway station with monitoring for safety by the orientation and mobility teacher .

Mobility Skill Instruction on Subways – Available Vision Only

In one year, during orientation and mobility lessons **Student** will demonstrate safe and effective travel on subways by planning and traveling at least 4 routes using electronic or large print maps and other information venues, by using effective visual skills to cross street safely and locate subway stations, by using correct visual, auditory, and social skills to enter the subway, pay the fare, establish and maintain a safe location to wait for the train, by using correct visual, auditory, and social skills to board the train, remain oriented en route, and disembark at the intended destination, and by using by using correct cane technique, visual, auditory, and social skills to exit the subway station with monitoring for safety by the orientation and mobility teacher .

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Preparing an IEP in SESIS for O&M Students

Sample Goals – Basic O&M Skill Application

Basic O&M Skill Application – Student is Totally Blind – MP Mandate

In one year **Student** will demonstrate orientation and mobility skills during daily school activities by using a children's mobility cane on single levels and on stairs, traveling in line with his/her class in school and in his/her school neighborhood, by using guided travel and cane technique during field trips and fire drills/emergency evacuations, and advocating for his/her needs on an age-appropriate level with monitoring for safety by the classroom teacher and mobility paraprofessional at a distance of less than 5'.

Basic O&M Skill Application – Student is Totally Blind – Advancing Skills - MP Mandate

In one year **Student** will demonstrate orientation and mobility skills during daily school activities by using a children's mobility cane on single levels and on stairs, traveling in line with his/her class in school and in his/her school neighborhood, by using guided travel and cane technique during field trips and fire drills/emergency evacuations, and advocating for his/her needs on an age-appropriate level with monitoring for safety by the classroom teacher and mobility paraprofessional at a distance of 5' along at least 3 daily travel routes.

Basic O&M Skill Application – Student is Totally Blind – No MP Mandate

In one year **Student** will participate in daily school activities in **his/her** school building, on school grounds, and in **his/her** school neighborhood during fire drills/emergency evacuations, and on field trips by demonstrating age-appropriate use of guided travel, the diagonal cane technique, constant contact cane technique in hallways, level changes, obstacles, and stairs, and age-appropriate self-advocacy and mobility related safety skills with monitoring for safety by school personnel.

Basic O&M Skill Application – Available Vision and Mobility Cane – MP Mandate

In one year **Student** will demonstrate orientation and mobility skills during daily school activities by using visual skills and a mobility cane on single levels and on stairs, traveling in line with his/her class in school and in his/her school neighborhood, by using guided travel and cane technique during field trips and fire drills/emergency evacuations, and advocating for his/her needs on an age-appropriate level with monitoring for safety by the classroom teacher and mobility paraprofessional at a distance of less than 5'.

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Sample Goals – Basic O&M Skill Application

Basic O&M Skill Application – Available Vision and Mobility Cane – Advancing Skills - MP Mandate

In one year **Student** will demonstrate orientation and mobility skills during daily school activities by using visual skills and a mobility cane on single levels and on stairs, traveling in line with his/her class in school and in his/her school neighborhood, by using guided travel and cane technique during field trips and fire drills/emergency evacuations, and advocating for his/her needs on an age-appropriate level with monitoring for safety by the classroom teacher and mobility paraprofessional at a distance of 5' along at least 3 daily travel routes.

Basic O&M Skill Application – Available Vision and Mobility Cane – No MP Mandate

In one year **Student** will participate in daily school activities in **his/her** school building, on school grounds, and in **his/her** school neighborhood during fire drills/emergency evacuations, and on field trips by demonstrating age-appropriate use of guided travel, visual skills, the diagonal cane technique, constant contact cane technique in hallways, level changes, obstacles, and stairs, and age-appropriate self-advocacy and mobility related safety skills with monitoring for safety by school personnel.

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Preparing an IEP in SESIS for O&M Students

Sample Goals – Students with Alternate Assessment

O&M Skill Instruction 12:1:4

Sample Goal 1:

In one year during O&M lessons **Student** will demonstrate safe and purposeful use of guided travel skills on a single level in school for daily school activities by taking a tangible symbol at the start of a route and matching it to her destination, by establishing and sustaining the guided travel grip and position, and by sustaining forward movement along a mobility route indoors and in the community with ongoing physical assistance by the orientation and mobility teacher.

1.1 **Student** will position her hand and body correctly for guided travel with no more than 3 corrective physical interventions when she ambulates with the O&M teacher.

1.2 **Student** will sustain the correct guided travel position and forward movement for a distance of at least 10' in school on a single level with no more than 3 corrective physical interventions when she ambulates with her class indoors.

1.3 **Student** will match a tangible symbol she uses as an anticipation cue to the same tangible symbol posted as a destination marker when traveling along at least two routes with verbal and physical assistance.

Sample Goal 2:

In one year during orientation and mobility lessons and in collaboration with physical and occupation therapy providers **Student** will demonstrate safe use of a children's mobility cane for diagonal cane technique trailing on a single level, with physical assistance for safety and orientation.

2.1 **Student** will walk a distance of at least 3' demonstrating safe use of a children's cane in the diagonal cane technique position for trailing.

2.2 **Student** will stop walking when her cane contacts an obstacle along the walking surface.

2.3 **Student** will walk around obstacles on the walking surface and reposition to continue trailing.

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Sample Goals – O&M for Students with Alternate Assessment

O&M Skill Instruction 12:1:1

Sample Goal 1:

In one year during orientation and mobility lessons **Student** will demonstrate effective use of a mobility cane, visual, and other sensory information to negotiate indoor and community environments with monitoring for safety by the orientation and mobility teacher.

- 1.1 **Student** will visually identify and correctly walk to at least 3 landmarks in his classroom hallway when using his mobility cane in the diagonal cane technique.
- 1.2 **Student** will visually identify, walk to, align at, and negotiate steps and stairs going up and down when using his mobility cane in the diagonal cane technique.
- 1.3 **Student** will visually identify, walk to, and stop at curbs and curb ramps when using his mobility cane in the diagonal cane technique in his school neighborhood.
- 1.4 **Student** will visually identify intersections that have pedestrian signals and use traffic patterns to tell his teacher when it is safe to cross the street.

Sample Goal 2:

In one year during O&M lessons **Student** will demonstrate effective use of the mobility cane, visual, and other sensory information to negotiate indoor and community environments for daily school activities with monitoring for safety by the orientation and mobility teacher.

- 2.1 **Student** will maintain a safe distance from his classmates when he travels in line with his class using his mobility cane.
- 2.2 **Student** will travel in his school hallway under conditions of typical school supervision to at least 5 requested destinations using visual skills and the diagonal cane technique.
- 2.3 **Student** will travel in his school hallway and on stairs under conditions of typical school supervision to at least 5 requested destinations on the first and second floors using visual skills and the diagonal cane technique.
- 2.4 **Student** will maintain an appropriate pace when he travels in the community with his class using visual skills and the diagonal cane technique.

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Sample Goals – O&M for Students with Alternate Assessment

O&M Skill Instruction 12:1:1

Sample Goal 3:

In one year during orientation and mobility lessons **Student** will use the guided travel technique and his mobility cane to cross streets in the school neighborhood with monitoring for safety by the orientation and mobility teacher.

3.1 **Student** will demonstrate correct initiation of contact, grip, and position for guided travel at street crossings during role play with the O&M teacher, with no more than 3 verbal prompts.

3.2 **Student** will sustain correct guided travel technique when he crosses the street with the O&M teacher serving as a guide, with no more than 3 verbal prompts.

3.3 **Student** will release his grip on his teacher's arm and resume travel using the diagonal cane technique when he has completed a street crossing, with no more than 3 verbal prompts.

Sample Goal 4:

In one year during orientation and mobility lessons **Student** will demonstrate effective use of guided travel, cane technique, visual, and other sensory information to locate and use selected businesses in the school neighborhood with monitoring for safety by the orientation and mobility teacher.

4.1 **Student** will travel to at least 4 selected small business destinations in the school neighborhood along routes with street crossings with physical assistance and no more than 3 verbal prompts.

4.2 **Student** will articulate the nature and function of each business he locates.

4.3 **Student** will solicit assistance to locate items and make a purchase in a place of business in his school neighborhood with no more than 3 verbal prompts.