

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Special Skills Courses
Course Number: 7963060
Course Title: Orientation and Mobility Skills

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Skills for Students who are Visually Impaired, Course Number: 7963050.

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Students with visual impairments who are likely to pursue a standard high school diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment *and* other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Concepts

- 1.1. Identify information related to concepts of space.

Specify: ___ body concepts—parts of body, location, movement, relationships, and functions
___ spatial concepts of shapes
___ measurement concepts—distances, time, rate
___ positional and relational concepts—compass, position in space

- 1.2. Identify information related to environmental concepts.

Specify: ___ topography
___ temperature
___ differences among fixed and moveable objects
___ acoustics and sound reflection

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Perceptual and Cognitive Processes

- 1.3. Use compass directions in everyday travel.
Specify: _____ read a compass
 _____ identify direction of destination
- 1.4. Use knowledge of spatial concepts on a map.
Specify: _____ read and interpret a tactile or visual map
 _____ identify locations of origin and destination
 _____ trace intended route
- 1.5. Use sensory information to apply information related to concepts of space and the environment when traveling.
Specify: _____ estimate distances both in a room and out of doors using feet and yards
 _____ connect travel time to rate of travel
 _____ use spatial updating to establish self-to-object relationships
 _____ use knowledge of spatial layout (object-to-object relationship)
 _____ use knowledge of perimeter and gridline search patterns
 _____ use reference systems
- 1.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., using landmarks and clues, numbering systems, compass directions, measurement concepts).

Planning for Travel

- 1.7. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.8. Plan time needed for travel to a new location. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.9. Plan route for travel. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.10. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.11. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.12. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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- 1.13. Negotiate specific travel obstacles when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ curbs, steps, ramps
 _____ turnstiles, sliding doors, revolving doors
 _____ street intersections
 _____ other: _____
- 1.14. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.17. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 1.18. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 2. Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation).**

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Moving about within an Enclosed Space or Room

- 2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom, computer station). (IF.A.2.In.2, IF.A.2.Su.2)
- 2.2. Identify and find specific locations in the home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

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- 2.4. Accept assistance with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)

Specify routine: within a room between rooms using stairs
 other: _____

Specify setting: home school

Moving about in Buildings and Schools

- 2.5. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

- 2.6. Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____

Specify setting: school community workplace

Traveling within the Community

- 2.7. Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

- 2.8. Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: walking bicycle bus
 taxi car other: _____

- 2.9. Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)

Specify routine: within a structured space between structured areas
 on a walkway within an unstructured area
 other: _____

Specify setting: home school community workplace

Using Adaptive Aids and Equipment

- 2.10. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: diagonal and diagonal trailing
 ascending or descending stairs
 touch, touch and slide, touch and drag
 constant contact, three point touch
 other: _____

- 2.11. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

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2.12. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)

- Specify: _____ sighted guide
_____ protective (hand and forearm) skills
_____ advanced techniques, such as cane or electronic aids
_____ other: _____

Using Public Transportation

2.13. Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.14. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

- Specify: _____ cost _____ accessibility for individuals with disabilities
_____ routes _____ hours of operation
_____ other: _____

2.15. Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16. Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17. Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18. Identify safety procedures associated with forms of public transportation (e.g., use of seatbelts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route for mode of transportation, locate destination on map, determine if route goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)

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3. Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

Planning Travel

- 3.1. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.2. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.3. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.4. Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

- 3.5. Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your mode of transportation isn't available). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.6. Plan and adapt route of travel in an unfamiliar environment. (IF.A.2.In.2, IF.A.2.Su.2)
- 3.7. Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)

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- 3.8. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 3.9. *Identify safety precautions related to traffic and pedestrian travel.*
(Social and Personal D 36: V)
- 3.10. *Demonstrate understanding of safety and warning signs in the environment.*
(Social and Personal D 37: V)
- 3.11. Accept assistance with and participate in activities and tasks associated with traveling in unfamiliar environments. (IF.A.2.Pa.2)

Handling Emergencies

- 3.12. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.13. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, if you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.14. *Recognize dangerous situations in the environment.* (Social and Personal D 33: III)
- 3.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(Social and Personal D 35: V)
- 3.16. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4. Interact with others when traveling and use their assistance appropriately.

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|-------------|--|
| SE.A.2.In.1 | interact acceptably with others within the course of social, vocational, and community living. |
| SE.A.2.Su.1 | interact acceptably with others within the course of social, vocational, and community living—with guidance and support. |
| SE.A.2.Pa.1 | engage in routine patterns of interaction with others when participating in daily activities—with assistance. |

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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

- 4.1. Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.2. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.3. Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.4. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.5. Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.6. Use the telephone to call for assistance using the information operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.7. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.8. Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.9. Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)
- 4.10. Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 4.11. Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)
- 4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.13. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa.1)
Specify persons: ___ family ___ caregivers
 ___ peers ___ authority figures
 ___ community workers ___ other: _____

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5. Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: up, down men, women
 handicapped entrance other: _____

5.2. *Recognize information communicated by common symbols and signs.*
(Reading A 1: III)

5.3. *Identify and demonstrate understanding of community symbols and signs.*
(Reading B 6: IV, V)

5.4. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)

5.5. Identify appropriate sources of information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: type of information—destinations, schedules, reservations, cost
 source of information—travel agent, private or commercial carriers

5.6. Use information obtained from persons and other resources to travel from destination to destination. (CL.B.1.In.2, CL.B.1.Su.2)

5.7. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)

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6. Apply motor skills of balance, coordination, and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Use basic locomotor movements when traveling.

Specify: ___ walking ___ running ___ other: _____

6.2. Use skills of balance when using locomotor movements.

6.3. Use control of a variety of body parts when traveling.

Specify: ___ forward travel ___ backward travel
 ___ change of direction ___ change of speed
 ___ other: _____

6.4. Use correct posture and gait when traveling.

6.5. Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.