

- * Discriminates tactile information.
- * Demonstrates awareness of the effects of clothing related to the weather.

Level Three: Travel Techniques

- * Uses appropriate self-protective techniques.
- * Selects and uses low vision devices appropriately.
- * Selects and uses ETA's.
- * Uses appropriate cane skills as dictated by the environment.
- * Applies orientation strategies.
- * Safely crosses streets.
- * Uses public transportation.
- * Uses stairs, escalators, elevators, and revolving doors.
- * Uses Hines Break.
- * Negotiates railroad crossings and open sidewalk spaces.
- * Travels in airports, bus stations, and railway stations.
- * Locates correct bus stop.
- * Indicates and confirms destination with driver.
- * Establishes and maintains orientation at drop off points.
- * Recovers from a missed stop by problem solving.
- * Completes a bus route, including transfers.
- * Uses rapid transit system.



Orientation and Mobility



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Level One: Body Concepts

- * Head: cheeks, chin, ears, eyes, eyebrows, eyelids, face, forehead, face, gums, hair, jaw, lips, mouth, neck, nose, nostrils, teeth, throat and tongue.
- * Trunk: back, chest, hips, waist, rear shoulders, stomach, spine and sides.
- * Limbs and appendages: ankles, arms, biceps, calves, elbows, feet, fingers, index finger little finger, middle finger, ring finger, fingernails, fingertips, forearms, hands, heels, heel of hand, knees, kneecap, knuckles, legs, palms, shins, thighs, thumbs, toes, toenails, upper arm, and wrists.
- * Straighten arm, bend arm at elbow, lift arm high into the air, put arm out in front, put arm out to the side, put arm behind, straighten leg in front, bend leg at knee, bend body forward, bend body backward, bend body to the side, squat down, bend at knees, stand up on tiptoes, jump and move to the side, twist, pull and push.
- * Planes: front, back, top, bottom, and side.
- * Laterality: left and right.
- * Directionality: to the left and to the right.

Level One: Spatial Concepts

- * Positional and relational concepts: Up, down, top, bottom, over, under, high, low, in, out, next to, center, through, around, forward, backward, parallel, perpendicular, front, back, in front of, in back of, open, closed, toward, away, beginning, ending, between, straight, crooked, near, far, odd and even.
- * Shapes: circle, triangle, oval, square, rectangle.
- * Distance: centimeter, meter.
- * Weight: gram, kilogram.
- * Amount: whole, half, quarter, less, more, most, all, none, some, full, empty.
- * Time: second, minute, hour, day, week, month, year, today, tomorrow, yesterday, quarter hour, half hour, morning, afternoon, evening and night.

- * Width, length, size: wide, thick, tall, long, large, little, narrow, thin, short, big, small, tiny, huge, great and vast.
- * Turns: quarter, half and full.
- * Time/Distance: short time, long time, per minute, per hour, per second.

Level One: Environmental Concepts

- * Objects in the environment: student's desk, teacher's desk, blackboard/whiteboard, traffic light, traffic, city block, neighborhood, highway, grates, alley, driveway, parking lot, railroad crossing, park, playground, house, store, building, floor, story, level, door, hallway, stairs, wall, room, radiator, ceiling, floor, rug, carpet, mat, window, vent, roof, chimney, elevator, escalator, manhole cover, trash can, park bench, bus shelter, street sign, bus stop, bus, fire engine, truck, car, police car, guide wire, utility pole, fire hydrant, parking meter, street sign, newspaper box, water fountain, ambulance, van, train, plane, boat, ship, lamp post, sandwich board, street vendor, sidewalk, furniture.
- * Topography: side, border, edge, end, corner, angle, hill, ramp, slope, dip, raised, lean, flat, level, straight, line, broken line, curved, crooked, open, closed.
- * Textures: pavement, cement, asphalt, stone, gravel, icy, slippery, snowy, coarse, cobblestone, brick, interlocking brick, wood, glass, plastic, linoleum, tile, carpet, hard, soft, wet, dry, fine, sharp, dull, rough, jagged, bumpy, smooth, torn, grassy and sticky.
- * Temperature: hot, cold, warm, cool, mild, chilly, dry and wet.

Level One: Sensory Development

- * Visually explores the surroundings to identify characteristics of objects, people, and places as appropriate.
- * Uses vision to establish and maintain line of travel as appropriate.
- * Uses vision to establish landmarks as appropriate.
- * Describes how the visual impairment affects everyday activities.
- * Uses vision to identify dangers as appropriate.
- * Identify features of a residential area.
- * Uses vision to identify features of two-lane residential streets.
- * Identifies T and + shaped intersections.
- * Uses vision to read traffic flow.
- * Recognizes traffic signs by shape and color.
- * Identifies traffic lights and observes their control on traffic flow at intersections.
- * Scans for traffic at driveways and two-lane residential street crossings.
- * Identifies common sounds.
- * Identifies characteristic sounds in a building.
- * Interprets information from sounds.
- * Uses sound to establish landmarks.
- * Localizes and turns to face direction of sound source.
- * Tracks a moving sound source.
- * Demonstrates awareness of echo location.
- * Reacts to dangers that are identifiable by sound.
- * Aware of how changes in health, clothing, and environment mask auditory cues.
- * Using hands, body, or feet detects and responds to characteristics of objects.
- * Uses a systematic pattern of tactile exploration.
- * Uses touch in a socially acceptable manner.



- * Demonstrates awareness of the effects of clothing in masking or reducing tactile sensitivity
- * Uses touch to identify landmarks and hazards in a familiar setting
- * Demonstrates trailing, shorelining, and squaring off, etc.
- * Uses touch to establish and maintain a line of travel.
- * Using a mobility device detects and responds to information.
- * Self-monitors a head up position.
- * Self-monitors posture and positioning when sitting or moving.
- * Self-monitors grasp and alignment when using a guide.
- * Self-monitors posture and positioning when using a cane or travel device.
- * Detects changes of surface planes.
- * Uses appropriate reach in locating objects.
- * Follows instructions for unfamiliar movement.
- * Anticipates distances and direction of turns in familiar environments.
- * Begins to estimate distances.
- * Accurately makes quarter, half, and full turns.
- * Self-monitors a calm attentive state.
- * Uses defensive reactions in response to loss of balance.
- * Adjusts body posture and body positioning when moving.
- * Demonstrates adaptive stance, gait, or travel technique to deal with vestibular changes.
- * Associates a variety of scents with people, objects, and places.
- * Uses smell in a socially acceptable manner.
- * Uses other senses to compensate when the sense of smell is compromised or masked by other odors.
- * Identifies a variety of smells associated with danger.



Emergency

Level Three: Communication, Personal Safety, and Advocacy

- * Knows how to get attention from an appropriate source, in person or by phone.
- * Engages in conversational etiquette.
- * Communicates with motorists and cyclists through body language and gestures.
- * Communicates need or advocacy issue clearly.
- * Confirms and clarifies information received.
- * Uses and stores debit card or credit card, and checks.
- * Interacts with motorists and cyclists.
- * Chooses to refuse or accept assistance or attention verbally or physically, if necessary.
- * Carries oneself confidently and purposefully.
- * Monitors personal space and appropriateness of touch.
- * Identifies and takes measures to avoid potential dangers.
- * Physically removes oneself from potential danger and locates a safe haven.
- * Clearly reports emergencies and critical information.
- * Safely exits buildings, vehicles, and public transportation in emergencies.
- * Clearly communicates the intent to cross or not to cross a road.
- * Stays clearly visible in all conditions.
- * Understands and assesses personal safety issues while traveling.

- * Communicates needs to public officials.
- * Initiates information/sharing about one's blindness and related issues.

Level Three: Environmental Concepts

- * Solid line, broken line, irregular intersection, Y intersection, off-set intersection, advanced green signal, delayed green signal, public transportation terminals, and bus loops.

Level Three: Sensory Development

- * Selectively uses the timing method to confirm visual cues at street crossings.
- * Recovers from veers and blocked passageways.
- * Locates places of safety and information.
- * Uses visual cues for orientation at airports, public transit stations, or conference centers.
- * Describes the uses of near and distance devices.
- * Uses echo location to maintain position and detect hazards.
- * Compensates for the impact of weather, environment, and health by selecting alternative travel technique or mode of transportation.
- * Uses sound to determine traffic flow.
- * Uses sound cues to evaluate traffic control.
- * Uses the timing method to establish and confirm safe crossing.
- * States range and coverage of signal from an electronic travel device.
- * Identifies quality of signal based on distance and texture of objects.
- * Discriminates between the sound of the device and sounds from the environment.
- * Identifies characteristics of alternative travel devices.
- * Uses adaptive techniques to compensate for reduced tactile information.

Level Two: Spatial Concepts

- * Positional and relational concepts: face, facing, before, ahead, rear, after, above, upward, bottom, below, downward, beneath, underneath, next, next to, sideways, distant, here, there, against, into, in, inside, within, inner, inward, outside, out of, outer, outward, clockwise, counter clockwise, opposite, across from, around, toward, upside down, middle, in between, on, off, adjacent, medial, median, cardinal directions, northeast, northwest, southeast, southwest
- * Secondary shapes: sphere, octagon, hexagon, pentagon, cylinder, figure 8, cube, cubical, cone, pyramid, trapezoid, parallelogram, rectangular, rounded, circular, squared, pear shaped, rain drop, tear drop, heart shaped, ring shaped, box shaped, diamond shaped, H shaped, L shaped, O shaped, S shaped, T shaped, V shaped, U shaped, X shaped, and Y shaped.
- * Action: 45° turn, 90°, 180°, U-turn, 360°, scoot, creep, crawl, roll, stretch, bend, lie, sit, stand, squat, kneel, stoop, position, drift, angle, veer, walk, run, jump, hop, skip, gallop, climb, march, leap, forward movement, backward movement, sideways movement, upward movement, downward movement, jaywalk, put, place, grasp, push, pull and swing.

Level Two, Environmental Concepts

- * Features of roads and intersections: crown of road, camber of road, parkway, boulevard, median strip, safety island, traffic lanes, freeway, toll road, through street, 1 way street, 2 way street, court, cul-de-sac, audible signal, intersection, 2 way stop, 3 way stop, 4 way stop, grid pattern, pedestrian traffic control device, T intersection and + intersection

- * Larger geographical settings: Universe, planet, continent, country, city, business district, and residential district.
- * Traffic patterns: Traffic surge, revving motor, traffic jam, pedestrian, crowd, crowd surge, and right of way.
- * Topography: Seam, joint, perimeter, ridge, decline, incline, tilt, irregular, off set, kitty corner, point, reference point, focal point, and arch.
- * Temperature: Centigrade °C, Fahrenheit °F, humid, muggy, and sweltering.

Level Two: Sensory Development

- * Selects safe passage.
- * Recognizes changes in weather conditions that may reduce visual efficiency.
- * Uses caution in dangerous areas.
- * Reads traffic flow in business areas.
- * Identifies traffic control systems.
- * Recognizes shape, color, topography, and distinctive objects for orientation.
- * Compensates for lighting, glare, or darkness.
- * Uses preferred corner for safest crossing.
- * Recovers from veers.
- * Uses sound to establish and maintain line of travel.
- * Uses echo location for orientation and to avoid obstacles.
- * Detects a variety of traffic control systems.
- * Determines traffic flow.
- * Determines intersection shape.
- * Detects positional placement and location of objects.
- * Uses touch to establish landmarks in unfamiliar settings.
- * Reorients after crossing open space or passing an obstacle.
- * Uses touch to locate hazards unfamiliar settings.
- * Uses touch in a more refined way
- * Identifies more complex shapes.

Level One: Orientation and Mapping

- * Uses circular search pattern.
- * Uses gridline search pattern.
- * Establishes perimeter of search area.
- * Uses appropriate protective techniques to recover.
- * Uses systematic perimeter method.
- * Uses systematic gridline method.
- * Identifies landmarks and/or significant features.
- * Labels walls for reference.
- * Establishes focal point for orientation.
- * Describes relationship between two points.
- * Uses clock face for referencing object positions.
- * Uses sensory cues to locate exits and entrances.
- * Understands concept of intersection.
- * Uses sensory cues to establish parallel/perpendicular line of travel.
- * Traces graphic line symbols and perimeter.
- * Establishes orientation to map.
- * Scans map in systematic pattern.
- * Understands symbol representation.
- * Comprehends relative size, distance, direction.
- * Assists in reconstruction of a visual/tactile map.
- * Describes a route.
- * Travels to a destination.
- * Returns to a starting point.
- * Travels a route represented by a tactile/visual/auditory map.
- * Identifies components of a city block.
- * Constructs a simple visual/tactile map.
- * Records an auditory map of area.
- * Understands intersecting streets.



- * Uses proper arm position.
- * Detects obstacles and drop-offs.
- * Identifies surfaces.
- * Explores objects and surroundings.
- * Locates doorknobs and handles.
- * Moves the cane/device in a controlled manner.
- * Stores cane/device appropriately.
- * Enters and exits vehicles.
- * Negotiates stairs using cane.
- * Selects appropriate canes/device.
- * Uses upper and lower protective arm technique.
- * Uses trailing.
- * Recovers balance.
- * Takes line of direction.
- * Problem solves.
- * Clears before moving.
- * Uses diagonal technique.
- * Uses shortened grip.
- * Uses “freeze”.

Level One: Communication, Safety, & Advocacy

- * Communicates need.
- * Accepts or refuses assistance appropriately.
- * Uses the rules of social etiquette.
- * Asks clear questions and confirms answers.
- * Identifies appropriate sources of assistance.
- * Makes simple monetary exchanges at stores.
- * States name, address, and phone number
- * States parents’ and teachers’ names
- * Demonstrates “Stop, look and listen” rule
- * Defines “stranger” and safety rules with respect to strangers.
- * Demonstrates understanding of personal space and private body parts.
- * Demonstrates strategies for refusing unwanted touch.
- * Knows basic first aid.
- * Demonstrates how to use a phone
- * Exits home or school safely in an emergency.
- * Demonstrates effective use of 911 emergency access through role play Identifies a variety of emergency vehicles.

Level One: Travel Techniques

- * Initiates contact.
- * Uses proper arm, hand and body positions
- * Transfers sides.
- * Reverses directions.
- * Ascends and descends stairs.
- * Accepts and refuses aid.
- * Uses proper doorway technique.
- * Uses proper seating technique.



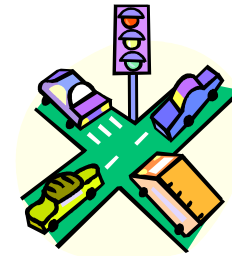
Level Two: Orientation and Mapping

- * Uses landmarks and environmental cues for orientation.
- * Applies information from maps to the environment.
- * Travels to a destination.
- * Uses map to reorient.
- * Uses compass.
- * Uses cardinal directions.
- * Solicits aid to establish orientation.
- * Identifies actual location on map.
- * Understands patterns of numbering systems.
- * Establishes focal point in reference to a numbering system.
- * Aware of exceptions in patterns of numbering.
- * Locates north indicator.
- * Understands more complex symbols.
- * Uses a legend for interpretation.
- * Actually travels a route on a map, pointing out symbols and landmarks.
- * Understands concepts of parallel and perpendicular.
- * Understands map of residential neighborhood.
- * Estimates distance using concepts of scale

Level Two: Travel Techniques

- * Uses the “switch and catch” technique in doorways.
- * Seats oneself in an auditorium or theatre.
- * Holds doors open on own.
- * Transfers cane to maneuver through doorways without needing verbal cues.
- * Uses proper technique on escalators and elevators.
- * Corrects improper sighted guide technique.
- * Constant contact.
- * 2 point touch.
- * Shorelining.
- * Touch and drag.
- * Gate position at crossings.
- * Anticipates environmental hazards and uses appropriate protective or cane techniques.
- * Knows when and how to use low vision devices.
- * Uses indoor numbering systems.
- * Identifies and uses landmarks.
- * Independently negotiates stairs using a cane.
- * Uses appropriate cane techniques.
- * Uses a cane to locate door handles.
- * Detects intersecting hallways.
- * Knows and uses procedures for exiting buildings in an emergency.
- * Uses low vision devices.
- * Uses elevators, escalators, automatic and revolving doors.
- * Uses outdoor numbering systems.
- * Uses appropriate cane techniques.
- * Recovers from a veer.
- * Maintains a straight line of travel past gas stations, driveways, and parking lots.
- * Detects intersecting sidewalks and corners.
- * Recovers from encounters with obstacles.
- * Identifies landmarks for reference.
- * Uses information from the environment

- * Maintains orientation.
- * Uses cardinal directions.
- * Follows multi-step directions.



- * Identifies shapes of intersections.
- * Evaluates traffic patterns and forms of traffic control.
- * Determines safest time to cross.
- * Maintains straight line of travel when crossing.
- * Maintains correct alignment at crossings.
- * Demonstrates time/distance judgment.
- * Reads the “crown” and slope of road.
- * Recovers from a veer or obstacle.
- * Maintains desired direction of travel after crossing.
- * Determines and uses appropriate cane techniques.
- * Safely moves through a parking lot.
- * Detects intersecting sidewalks and corners.
- * Accesses building or store entrances.
- * Recovers from obstacles.
- * Applies use of cane techniques.
- * Locates specific destinations.
- * Uses landmarks for reference.
- * Safely crosses driveways and parking lots to access buildings set back from the street.
- * Uses vending machines.
- * Uses pay phones.
- * Moves along with a line up.
- * Travels in a grocery store.
- * Uses skills from crossing residential Streets.
- * Understands off-set intersections and factors deterring crossing safely.

- * Crosses at intersections that feature high volume traffic patterns.
- * Assesses traffic pattern and speed.
- * Identifies traffic control systems used in high volume intersections.
- * Advance and delay turn lights, pedestrian control lights, and audible signal.
- * Negotiates intersections that feature turn lanes and traffic islands.
- * Maintains orientation to desired direction of travel after crossing.
- * Applies appropriate cane technique.
- * Adapts for ice and snow travel.
- * Selectively uses cane or sighted guide.
- * Recognizes when auditory and tactile cues are distorted.
- * Dresses appropriately for weather.
- * Assesses need for alternate mode of travel.
- * Locates a taxi.
- * Uses a flashlight and reflective clothing.
- * Uses an eccentric head tilt to avoid glare from headlights.
- * Uses shadows to gain information.
- * Distinguishes between daytime and night time sounds.
- * Compensates for the motorist’s reduced visibility and reaction time.
- * Accesses bus schedule information.
- * Locates correct bus stop.
- * Indicates and confirms destination with driver.
- * Boards the bus safely.
- * Establishes and maintains orientation at drop off points.

