The following are some sample activities which VI Teachers can use to screen a student In determining the need for a formal evaluation by a certified O&M Instructor. The activities address the areas of vision efficiency, body language, verbal skills, knowledge of eye condition, environmental awareness, negotiation and organizational skills as they relate to orientation and mobility. Use a rating system of 1 through 5, with 5 being most frequently observed and 1 being least frequently observed. Anything 3 and above indicates the need for a referral.

**Activity:**

In the cafeteria, stand at entrance and ask student to scan and point to locations of the serving line entrance, soda machine, cash register, and where trays are placed after use; describe the location of a specific object and ask student to Identify It; have student to walk to a specific table that you Identify by row and table.

\_\_\_ student used minimum head movement

\_\_\_ student needed additional verbal prompts and cues

\_\_\_ student points in general direction, but not directly at objects

\_\_\_ student appeared to shuffle feet when walking

\_\_\_ student failed to maintain eye contact With VI Teacher

\_\_\_ student failed to stand at appropriate body space from Vi Teacher

\_\_\_ student fails to position body in attempt to visually locate object

**Activity:**

Walk with student out to the parking lot, and have him/her locate your vehicle (provide description of vehicle if necessary); have student read license plate number; unlock car, and have student walk to the opposite side, open door, and retrieve instructed Item; have student lead the way back.

\_\_\_ student tended to cautiously or shyly walk behind VI Teacher

\_\_\_ student hesitated or shuffled feet to locate curb or down ramp

\_\_\_ student required further instructions student struggled to read license plate

\_\_\_ student appeared insecure when walking around car

\_\_\_ student fumbled or groped for door handle

\_\_\_ student was awkward in retrieving item(s) from car

\_\_\_ student required assistance (verbal or sighted guide) to reverse or walk alternate route back to specific area of building

**Activity:**

While walking to the playground, ask student to verbally identify which equipment s/he enjoys; have student point to (from a stationary position) and walk (solo) to at least three specified pieces of equipment in the order designated by the VI Teacher.

\_\_\_ student slides feet when walking on uneven terrain

\_\_\_ student inaccurately pointed to equipment

\_\_\_ student appeared hesitant in manipulating equipment

\_\_\_ student bumped into obstacles

\_\_\_ student appeared hesitant at shadowy areas

\_\_\_ student had difficulty talking and walking simultaneously (while walking to the playground)

**All students in the below categories should be referred:**

* student's primary reading media is braille or tape
* student was receiving O&M from parent request
* cane user
* 3- year comprehensive assessment
* student has had a vision decrease within a 1 year span
* student's vision fluctuates under different lighting conditions

**Additional areas to consider in determining need for 0&M referral:**

* student needs extra time to travel between classes
* student hesitates to walk the middle of hallways
* student hesitates to use alternate routes
* student's programming includes community activities
* student walks with a cautious or timid gait .
* student requires verbal feedback regarding walking terrain
* student walks with an adult to classes, cafeteria, playground.
* student is not able to verbalize directions to his/her house
* student required assistance in orienting himself to school campus
* student is unwilling to use cane
* student demonstrates inappropriate sighted guide techniques
* student looks away when reaching for object