

**ORIENTATION AND MOBILITY CURRICULUM  
(O&M)**

**at**

**SOUTH AUSTRALIAN SCHOOL FOR VISION IMPAIRED  
(SASVI)**



## **O&M at SASVI**

### **INTRODUCTION**

This curriculum is divided into nine sections (see Progress Map pages following) and each section is divided into three levels, called Beginner, Intermediate and Advanced. Some students attending SASVI will finish most or all of the sections relevant to them by the end of year 7, ready for transition to secondary schooling at a different site. Ongoing O&M support will then be on a needs basis, which may still contain activities listed in this curriculum or may be unique for the student and location.

At SASVI, Junior Secondary and SACE (years 11 & 12) classes, programs are more individual and/or class group activity based. Individual considerations may include additional disabilities, changes in health status, part time enrolments, transition from/to other schools, work placements, TAFE courses and transition to post school options. Therefore, relevant activities from this curriculum will be continued for secondary students at SASVI on an individual basis.

As with all O&M courses, there is a range of the level of involvement in decision-making by students across age levels and experience. Some activities are intended to be ‘experiential’ and /or introductory. Others are planned for the student to gain knowledge and skills. Then, there are opportunities and challenges for students to demonstrate competence.

At times there is no clear delineation between activities that are diagnostic, formative, or summative because the intended outcome is a combination of knowledge and skill acquisition, and application; as well as capacity for ongoing learning (eg cane use on stairs). There is no real end point for O&M for people with vision impairment and individual abilities and needs vary throughout life. So (apart from Concept Development) there has been a deliberate choice in this curriculum to avoid ‘tick-the-box’ checklists, in favour of rubrics. These rubrics are intended to be a series of ‘snapshots’ illustrating development and progress through this curriculum.

An example of the type of rubric is the following -

1 represents that a student “Does not know what they don’t know”; is unaware; needs guidance and/or explanation of a topic or task.

2 represent some awareness and can complete a task or demonstrate a skill when cued or prompted or done in parallel with another student or teacher.

3 represent awareness of details and the ability to complete a task when accompanied, perhaps just requiring confirmation from the teacher (can answer questions on topic).

4 represents skills that are automatic and tasks that can be completed unassisted and consistently (underlying message – ‘how & why’ – can be explained in own words).

Note: subsequent performance of many Orientation and Mobility tasks can be influenced by external factors such as weather (eg sun glare or dark, cloudy days), or individual health issues, that impact on functioning of many students with vision impairment to the extent that they may not be able to complete some activities independently and alternative strategies may be necessary.

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Note: This curriculum is intended to be delivered by tertiary qualified O&M teachers / instructors who will use their own professional judgement and take responsibility for any activities they and their students choose to undertake.

**Acknowledgements**

Although several texts and references are listed at the end of this document, it is important to note here that some sections of this curriculum come (almost) directly from – ‘The 6 Step Method’, ‘TAPS’, and ‘The Framework for Independent Travel’. Acknowledgement, and our thanks are owed to these sources.

**SASVI PROGRESS MAP FOR O&M (1-4 of 9)**

	<b>1 CONCEPT DEVELOPMENT</b>	<b>2 SENSORY DEVELOPMENT</b>	<b>3 COMMUNICATION ETC.</b>	<b>4 MAPPING &amp; COMPASS</b>
	Body Concepts Spatial Concepts Environmental Concepts	Vision Auditory Tactual Proprioceptive & Kinesthetic Olfactory	Personal safety Organisation Advocacy	Tactual, dark line, & audio maps. Compasses...
<b>B E G I N N E R</b>	Body Concepts  Spatial Concepts Frostig Beginner  Environmental Concepts	Personal info.  Vision Auditory Tactual Proprioceptive & Kinesthetic Olfactory	Strategies – school area Receptive & expressive language. Personal skills eg tying shoelaces, own clothing	Raised Line Drawing Kit Indoor numbering Maps of SASVI, & other schools; key 'Say the Route' Magnet board maps & Wikki stix 8Little SASVI Ducks 'Squid' NESW Collect the mail
<b>I N T E R M E D I A T E</b>	-----  Spatial Concepts Frostig -Intermediate  Environmental Concepts	Personal Info. update  Vision Auditory Tactual Proprioceptive & Kinesthetic	Strategies – local area near school Personal Organisation re walking from school	Campus map Local area map - scale, grid refces. Street Directory Compass/Brl/Talking NE/SE/NW/SW Numbering systems - outdoor 'Direction, Distance, Time' 'Squid'
<b>A D V A N C E D</b>	-----  Spatial Concepts Frostig Advanced  Environmental Concepts	Personal Info. update  Vision Auditory	Strategies – shopping centre & CBD Self advocacy Personal Organisation re public transport Post-school O&M support – visit RSB and Guide Dogs Assoc.	Maps of other schools & numbering Standards Bus & train maps Adelaide CBD Bus route to Marion Audio maps & written/Braille directions

**SASVI PROGRESS MAP FOR O&M (5-9 of 9)**

	<b>5 CANE &amp; MOBILITY SKILLS</b>	<b>6 BICYCLE ETC.</b>	<b>7 ROAD SAFETY</b>	<b>8 PUBLIC TRANSPORT</b>	<b>9 ASSISTIVE DEVICES</b>
	Long cane,  ID cane  Personal Mobility skills	Scooters, Tricycles, Tagalong, Bicycles, Tandem	Transport SA ' <i>Road Ready</i> ' Program & SACSA supplement	Taxi/minibus. Public bus, Train, Tram, Related technology.	Monocular, CCTV, Miniguide, Phone, Mobile, Walkie-Talkie Ipod
<b>B E G I N N E R</b>	Sighted Guide,  Trailing, 'Bumpers' Steps & stairs.  Long Cane – diagonal, constant contact.	Helmet - do up/undo Scooters -small (3 & 2 wheels), Tricycles, Tagalong, Bike & trainer wheels.	Pedestrian safety exs.	SASVI bus familiarisation. Taxi/minibus to & from school. Class group excursions – bus, train, tram.	CCTV  Magnifiers  Monocular  MiniGuide
<b>I N T E R M E D I A T E</b>	ID cane intro.  Long cane – Touch Technique  Search patterns Dropped objects  Cane tips	Scooters – large (3 & 2 wheels),  Tandem at SASVI,  BMX bike,  Bike Ed exercises	Pedestrian safety exs.  School crossing	Bus stops & procedure.  Landmarks from vehicles. Print timetables. Accompanied travel to Marion Shops	Phone  Walkie-Talkie  Monocular cont.  Watch / Talking Watch  MiniGuide  Trekker Breeze
<b>A D V A N C E D</b>	ID cane in complex areas.  Advanced Long cane techniques	Bike with gears, Local bike paths, Roads – tandem & bikes. Bike Ed exercises.	Pedestrian safety exs.  Crossing streets and roads	'SafeTrack' rail Ed program Train travel. Interchanges Tram travel Semi-solo on bus Passes & subsidies	Phone Mobile phone Monocular cont.  MiniGuide  Ipod / Voice recorder  Trekker Breeze

**CONCEPT DEVELOPMENT**

Activities completed are shown on the RECORDING PAGES as 1,2,3,4 where  
1 represents that a student has just commenced a topic or is yet to demonstrate the skills or understanding involved  
2 represents some awareness and the student can demonstrate skills or explain concepts when cued or prompted or done in parallel with another student or teacher.  
3 represents awareness of details and the ability to complete a task, or explain a concept, perhaps just requiring confirmation from the teacher. The majority of the activities in a section have been completed / accomplished  
4 represents that all of the all of the skills, experiences and knowledge listed on that section can be consistently demonstrated.

**BEGINNER**

BODY CONCEPTS

SPATIAL CONCEPTS  
Plus Frostig Beginner

ENVIRONMENTAL CONCEPT

**INTERMEDIATE**

(Note: Body Concepts are not part of this level)

SPATIAL CONCEPTS  
Plus Frostig Intermediate

ENVIRONMENTAL CONCEPTS

**ADVANCED**

For SPATIAL CONCEPTS see Frostig Advanced

ENVIRONMENTAL CONCEPTS

**BODY CONCEPTS****BEGINNER**

**Student Name** ..... **Date of birth** .....

**Simple identification of body parts** (may be tested by playing ‘Simon Says’)

- |   |                                |
|---|--------------------------------|
| 1 Touch your head   | 2 Touch your face              |
| 3 Touch your forehead   | 4 Touch your chin              |
| 5 Touch your nose   | 6 Touch your ears              |
| 7 Touch your throat   | 8 Touch your neck              |
| 9 Touch your shoulders  | 10 Touch your elbow            |
| 11 Touch your wrist   | 12 Touch your forearm          |
| 13 Touch your palm  | 14 Show me your thumb          |
| 15 Show me your little finger   | 16 Show me your pointer finger |
| 17 Touch your knuckles  | 18 Touch your fingernails      |
| 19 Touch your chest   | 20 Touch your back             |
| 21 Touch your stomach   | 22 Touch your side             |
| 23 Touch your knee  | 24 Touch your shin             |
| Shoes off (can student manage own shoelaces – see ‘Communication etc.’) |                                |
| 25 Touch your ankle   | 26 Touch your heel             |
| 27 Touch your toes  | 28 Touch the ball of your foot |

**(A) Movements**

- 1 Walk forward toward me... stop (adult check student’s heel-toe gait)
- 2 Jump up....stop
- 3 Walk backwards away from me... stop
- 4 Move your body to the side by stepping sideways...stop
- 5 Now move sideways to the other side...stop
- 6 Bend your body slowly forward
- 7 Bend your body slowly backwards
- 8 Bend your body slowly to the side
- 9 Rise up on your toes (or stand on tiptoe)
- 10 Bend your knees and slowly squat down to touch the floor with your hands, up again
- 11 Bend one arm at the elbow
- 12 Lift one arm high in the air

**(B) Position in space**

- 1 Place your hand on your face
- 2 Place your hand in front of your face
- 3 Touch the top of your head
- 4 Touch your nose with your pointer finger
- 5 Turn your right hand palm up...then down
- 6 Place your right hand on your left shoulder
- 7 Place your right hand in front of your left shoulder
- 8 Fold your arms, lift them up in front of your shoulders, and hold them there;
- 9 Lower your left hand; leave your right arm in front of your left shoulder
- 10 Lift your left foot, down, and then lift right foot, down
- 11 Turn your heels out – then toes out
- 12 Put your right foot behind your left foot
- 13 Move your feet to turn your body to the left... now back to me
- 14 Leave your feet still and twist your body to the left...and back to the front

**SPATIAL CONCEPTS****BEGINNER**

**Student name** ..... **Date of birth** .....

*Many Spatial Concepts are included in other areas of this curriculum, however if the following are not covered elsewhere, it is important to check that students do have an understanding of the following concepts before progressing to more advanced activities.*

**(A) Positioning of body relative to other objects**

- 1 Stand so the chair is behind you
- 2 Turn yourself, so your whole body is facing the chair
- 3 Put your back against the back of the chair
- 4 Stand so the chair is on your left
- 5 Put your hand under the chair
- 6 Stand between the chair and the table
- 7 Show me which side of the table is farthest away from the adult
- 8 Put this book in the centre / middle of the table

**(B) Other words and concepts to check (demonstrate / discuss) at this level  
-some may be checked or developed when visiting playgrounds**

- 1 Kneel, crawl
- 2 Walk, run, jump hop, skip – around the room; then skip with hoop, then rope
- 3 Put, place, push, pull, swing, slide
- 4 Over / under, high / low, through / around
- 5 Straight, curved
- 6 Near, far
- 7 Odd, even
- 8 Circle, round, ring, ball, cylinder (tell me differences etc)
- 9 Oval, square, rectangle, triangle
- 10 Centimetre, metre
- 11 Whole, half, quarter
- 12 Clocks – analogue hand movement (for time telling – see Communication etc.)
- 13 Tomorrow, yesterday; day, week, month, year
- 14 Wide / narrow; thick / thin; deep / shallow
- 15 Long / short; tall / short
- 16 Horizontal, vertical
- 17 Parallel, perpendicular, diagonal (may use arms to demonstrate or practise)

**(C) Selected activities from ‘Frostig – Beginner’ are also very appropriate for  
assessing and developing Spatial Concepts at this level**

**SPATIAL CONCEPTS****INTERMEDIATE / ADVANCED****INTERMEDIATE**

Student name .....

Date of Birth .....

**(A)**

At this level, the understanding of laterality should be able to be applied eg.

- 1 Turn to your left and then return to your original position
- 2 Turn to your left and keep turning until you are in your original position
- 3 Touch the left side of the table
- 4 Stand at the left side of the table
- 5 (Adult seated in front of student – both facing the same way) Touch my left arm
- 6 “ “ “ “ “ Touch my right shoulder
- 7 (Adult seated facing toward the student) Touch my left arm
- 8 “ “ “ “ Touch my right shoulder
- 9 Student demonstrate left / right on a human shape model

**(B) Revise parallel, perpendicular & diagonal lines etc**

- 1 Walk parallel to the wall / rail / kerb
- 2 Walk perpendicular to the wall / rail / kerb
- 3 Demonstrate and explain what it means to ‘veer’ when walking along a path
- 4 Walk clockwise around the table, then other furniture, the room, the courtyard
- 5 Walk anticlockwise around the table etc (see Teaching Techniques)
- 6 Discuss clockwise directions such as the movement around the school bike track
- 7 Using clock directions for pointing, then turn and move toward eg two o’clock

**(C) The student should be able to recognise the following on desk-top models (and / or Wikki stix) and in larger scale, requiring walking**

- 1 Figure 8 (this can explain movement around the bike track plus Teenager park)
- 2 T shape (use to discuss traffic flow at intersections and safety considerations)
- 3 L shape - as above
- 4 V shape
- 5 Y shape “
- 6 U shape “
- 7 + shape “

**(D) Selected activities from ‘Frostig – Intermediate’ are also very appropriate for assessing and developing Spatial Concepts at this level**-----  
**ADVANCED**

For continuing to develop Spatial Concepts at the advanced level, activities are taken from ‘Frostig – Advanced’.

**ENVIRONMENTAL CONCEPTS****BEGINNER**

**Student name** ..... **Date of birth** .....

There are very many words used on lists of Environmental Concepts – names of objects, descriptions of textures, terms used for temperature, forms of transportation etc etc. Some commonly used in and around SASVI are listed below, however it is important to remember that as O&M teachers / instructors working with children, it is the *concepts* that are important, not any one or two individual names, things or places. So it is strongly recommended that readers refer to “The Six Step Method” for effective ways of developing concepts, rather than just working through a checklist. Having said that, here’s a collection, which is meant to be a profile of SASVI rather than a checklist.

**(A)**

- 1 Student’s desk, teacher’s desk, other tables
- 2 White board, chalkboard, pin board, Velcro board, notice board
- 3 Door, doorway, gate, gateway
- 4 Student’s classroom, other classrooms, room numbers
- 5 Toilet (for their gender), other toilet - location & signs
- 6 Courtyard, benches, tables, bins, entrances, rubber floor
- 7 Corridor, walkway
- 8 Corner of building or room, intersection of corridor or walkway
- 9 O&M office, Art room, Music room, Cooking room, Library
- 10 Carpet / lino / rubber floor surface
- 11 Taxi / bus area, handrails, tactile tiles
- 12 Front Office
- 13 Gym, Breezeway, Playground
- 14 Bike shed, bike track, skid patch, Vegetable garden, ‘Teenager park’ playground
- 15 Concrete paths, rubber path, asphalt area
- 16 Grass areas – flat, ‘grassy hills’
- 17 Landmarks, such a ‘the big red metal boxes’ (fire hydrant boxes)
- 18 School boundary
- 19 Neighbouring schools
- 20 Step, stairs, rails, landing, drop-off

**(B) Do a ‘walk around’** (sometimes called ‘show me around’)

- the student as ‘leader’ – accompanied or even guided, but not directed.
- used then to discuss landmarks, route finding, ‘Useful, Useless, Interesting’ (as in ‘The Six Step Method’)

- 1 O&M office table - around it; then square off at each side and walk away, explore and return; O&M office walls (perimeter)
- 2 Gym (around outside); The Breezeway (perimeter)
- 3 SASVI courtyard - using classroom walls or handrails or benches, tables, plants etc
- 4 Classrooms 4,5,6 (outside)
- 5 Classrooms 1,2,3 and courtyards (outside)
- 6 O&M office, Art room, courtyard and handrails (outside)

**ENVIRONMENTAL CONCEPTS****INTERMEDIATE****Student name** .....**Date of birth** .....

Environmental Concepts for this level are predominantly connected with gaining basic understandings for future independent travel.

**(A) Do a 'walk around'**

- the student as 'leader' – accompanied or even guided, but not directed

- 1 SASVI and Kilparrin buildings and playgrounds
- 2 Ascot Park Primary School – outside and through courtyards
- 3 Footpaths outside the three schools and kindergarten, and around the whole block
- 4 A suburban block near school
- 5 The local shopping centre

**(B) Students may be guided for the following activities**

- 1 Locate and explain the camber of a road
- 2 Locate and explain the traffic islands at a school crossing
- 3 Locate and explain the median strip on a busy road
- 4 Negotiate into and out of a cul-de-sac
- 5 Negotiate and explain a T intersection
- 6 “ “ + “
- 7 Negotiate and explain a crossing using an audible signal

**ENVIRONMENTAL CONCEPTS****ADVANCED****(A) Students may be guided for the following activities**

- 1 Demonstrate and explain 'indenting' into a side street to safely cross, while walking along a busy road.
- 2 Use and explain 'traffic surge' for crossing an intersection with traffic lights, but no audible signal
- 3 Demonstrate how to safely travel around a parked vehicle blocking the footpath

**(B) Students may be guided for the following activities**

- 1 Demonstrate an understanding of orientation within a building using stairs
- 2 Demonstrate an understanding of orientation within a building using escalators
- 3 Demonstrate an understanding of orientation within a building using lifts

**(C) Do a 'walk around'**

- the student as 'leader' – accompanied or even guided, but not directed

- 1 Marion Shopping Centre (from the bus stop to a chosen landmark and return)
- 2 Another school campus (Seaview High School, Charles Campbell Secondary School or Hamilton Secondary College)

## **SENSORY DEVELOPMENT**

At SASVI, information regarding students' Sensory Development (and health etc.) is collated by class teachers and disseminated to all relevant staff. This may include eye condition, fields, acuity, distance/near vision, colour vision, stereopsis; issues with glare/low light, print size, patching, magnification aids etc. Similarly there could be information regarding hearing impairment and hearing aids; epilepsy, hemiplegia, asthma, balance and stamina, allergies etc. This information is not relevant to 'be assessed', but can impact significantly on O&M abilities and needs.

However, consistent with the practise in this curriculum to use rubrics as 'occasional snapshots' illustrating individual student's development, there are some specific items relevant to O&M, such as the following –

**BEGINNER** (note: most of the following has been sourced from 'The Framework for Independent Travel')

### VISION

- 1 Visually explores surroundings
- 2 Uses vision to establish and maintain line of travel
- 3 Uses vision to establish landmarks
- 4 Consistently demonstrates visual skills of fixation, localisation, spotting, tracing, and scanning for O&M tasks.

### AUDITORY (may use sounds on tape etc)

- 1 Identifies common sounds and turns to face direction of sound source
- 2 Tracks a moving sound source
- 3 Demonstrates awareness of echo-location and identifies specific sounds in buildings
- 4 Interprets information from sounds (distance, crowds, accelerating vehicle)

### TACTUAL (see 'The Six Step Method')

- 1 Uses touch to detect to characteristics of objects
- 2 Uses touch in socially acceptable and efficient manner, especially with a guide
- 3 Uses systematic patterns of tactile exploration (desk top, tactile diagram and floor)
- 4 Uses touch to identify landmarks and hazards in familiar setting

### PROPRIOCEPTIVE & KINESTHETIC (body position senses)

- 1 Uses appropriate reach in locating objects
- 2 Detects changes of surface planes (incline, decline, level) and adjusts body posture
- 3 Detects changes in surface texture (concrete, rubber, tactile tiles, gravel, asphalt)
- 4 Anticipates distances and directions of turns in familiar settings

### OLFACTORY

- 1 Is aware of different smells
- 2 Associates smells with people, objects and places (perfume, plants, cooking room)
- 3 Uses smell in socially acceptable manner
- 4 Identifies smells associated with danger (smoke, chemicals)

**SENSORY DEVELOPMENT****INTERMEDIATE****VISION**

- 1 Scans for traffic at driveways and in car parks
- 2 Uses vision to identify traffic flow (one way, two way & double lane roads)
- 3 Uses vision to negotiate School Crossing and Pedestrian Activated Crossing
- 4 Positions self at corner for optimum visibility, and can explain 'where and why'

**AUDITORY**

- 1 Reacts to dangers that are identifiable by sound (alarms, siren, barking dog)
- 2 Uses sound (incl. echo location) for orientation in and near school
- 3 Can use sound to establish parallel line of travel
- 4 Can explain how changes in health, clothing and environment mask auditory clues

**TACTUAL**

- 1 Identifies more complex shapes (eg. octagon, T and Y shapes on road models)
- 2 Uses touch to establish landmarks in unfamiliar settings
- 3 Uses touch to recognise more subtle differences in texture, shape or size
- 4 Can explain social, personal safety and health implications of using touch

**PROPRIOCEPTIVE & KINESTHETIC**

- 1 Accurately makes quarter (90), half (180) and full turns (360)
- 2 Estimates distances walked in familiar areas (eg school paths)
- 3 Positions self correctly to cross road using kerb and pram ramp
- 4 Can state features of a route travelled in a vehicle (eg speed bumps, roundabouts)

Note - no Olfactory rubric for Intermediate or Advanced, but orientation information is noted and used as it arises.

**ADVANCED****VISION**

- 1 Uses vision to manage public transport
- 2 Uses vision to select and later re-locate landmarks in shopping centre
- 3 Uses vision to negotiate CBD to and from railway station
- 4 Can describe own vision impairment and explain limitations and compensations for O&M tasks

**AUDITORY**

- 1 Can use sound clues for orientation in unfamiliar setting
- 2 Consistently uses sound as primary source of information on public transport
- 3 Use sound to establish perpendicular line of travel
- 4 Can explain the use of sound to establish and confirm safe road crossing

Note - no Proprioceptive & Kinesthetic, nor Olfactory rubrics for Advanced, but orientation information is noted and used as it arises.

## **COMMUNICATION & PERSONAL SKILLS / STRATEGIES**

Activities from the **Transport SA Road Ready – “Pedestrian Safety”** program; from **“TAPS”**; and those listed below will be completed and as a summary, a level will be assigned in the form of a rubric of 1,2,3,4 where -

1 represents that a student “Does not know what they don’t know”; is unaware; needs guidance and/or explanation of a topic or task.

2 represents some awareness and can complete a task or demonstrate a skill when cued or prompted or done in parallel with another student or teacher.

3 represents awareness of details and the ability to complete a task when accompanied, perhaps just requiring confirmation from the teacher (can answer questions on topic)

4 represents skills that are automatic and tasks that can be completed unassisted and consistently (underlying message – ‘how & why’ – can be explained in own words)

**“The Six Step Method”** contains very appropriate strategies, such as – Establish Your Position: Establish Your Target; Direction, Distance, Time; Nearby Considerations, Useful, Useless, Interesting and Say The Route.

### **BEGINNER**

STRATEGIES in the SCHOOL AREA include learning the names of; and the way to and from specific places in and around SASVI (‘route travel training within campus’); such as – own classroom, toilets, O&M office, taxi area, school library, Front Office, Music room, bike shed, Gym, canteen.

Problem-solving experiences and exploring beyond known routes.

Age appropriate risk assessment and management.

RECEPTIVE LANGUAGE (for O&M) will involve discussions with class teacher (and Speech Therapist, if appropriate) and media such as words, gestures, touch, pictures and symbols. Activities considered for the rubric include –

- (a) Follow instructions – ‘one step, two step, unrelated, conditional’
- (b) Respond to O&M related questions (see TAPS, pages 33, 35, 36).

EXPRESSIVE LANGUAGE (for O&M) includes activities such as –

- (a) Responds to questions – “Do you want to...?” “Who, what, where...?” “Why and how....?” And questions requiring judgement (see TAPS p 37).
- (b) Uses rules of social etiquette eg. in Front Office
- (c) Communicates needs
- (d) When to say ‘No’ to peers and adults

PERSONAL SKILLS (relevant for O&M) includes tying own shoelaces; bringing own telescope, hat, cane etc, to school each day and to O&M lesson; care for equipment during lessons.

Telling the time – analogue / digital / talking watches.

Learning to use keys in cupboards, padlocks, letter boxes etc.

## **COMMUNICATION & PERSONAL SKILLS / STRATEGIES**

### **INTERMEDIATE**

STRATEGIES in the LOCAL AREA NEAR SCHOOL include visiting, and having some interactions with people in the following locations – Ascot Park Primary School Front Office; Park Holme library; nearby Safety House; local shops (supermarket, hardware, Post office, Snack bar).

Issues such as body language and social skills can be discussed and practised. Problem-solving and age-appropriate risk assessment and management.

PERSONAL ORGANISATION re WALKING FROM SCHOOL includes being organised with own hat, cane, monocular, bag, water bottle, money, watch, glasses/sunglasses, asthma ‘puffer’.

A personal route plan / map can be included.

Writing (hand written, Braille, computer) own notes / lesson logs.

TALKING TO VISITORS to SASVI – explaining own map or cane use etc.

### **ADVANCED**

STRATEGIES in SHOPPING CENTRE & CBD include learning about the concepts and terms used regarding layouts, levels, entrances & exits, useful landmarks, carparks & traffic, escalators, travelators, lifts etc. Then be able to use this information to summarise visits to the places and for planning prior to visits. Problem- solving.

SELF ADVOCACY can be practised by interacting with staff at information desks, in shops, at the AdelaideMetro Information Centre, and security staff at the railway station. Students can be involved in planning and evaluating their O&M lessons and learn to give relevant feedback (see “The Six Step Method” – useful, useless, interesting). Risk assessment and management.

PERSONAL ORGANISATION can be developed by students writing or Braille their own checklist relevant for the specific O&M activity and being responsible for all items listed. Also write, type or Braille a reminder card to carry – details for today’s trip and emergency contacts. Plus, a card to show someone offering assistance or practising using an address card for a taxi driver.

POST SCHOOL O&M SUPPORT preparation could involve organising visits to speak with O&M staff at The Guide Dogs Association of SA & NT; and the Royal Society for the Blind.

**MAPPING AND COMPASS – BEGINNER – RUBRIC LEVELS**

Note: check with class teacher re prior and current mapping activities.  
 Raised Line Drawing kit use is formative or used for 'Mini maps etc

**TACTUAL MAPS 'Around the Courtyard' 1A & 1B**

- 1 Can discriminate textures and shapes on map
- 2 Can 'Say the Route' using map and read Braille labels on 1B
- 3 Can indicate features, current position, direction of travel using map
- 4 Can indicate features beyond the limit of map

**TACTUAL MAP 'Around the Courtyard' 1C**

- 1 Locate 'empty circles' on the map
- 2 Recognise features that match map 1A & 1B
- 3 Position magnetic 'labels' correctly when prompted
- 4 Position labels independently and correct any deliberate teacher errors

**TACTUAL MAP 'Front of School' - use rubric as for map 1****AROUND THE COURTYARD (Print)**

- 1 Constructing map, with assistance
- 2 Completed key and can interpret to/from map
- 3 Can relate routes taken to map (say the route)
- 4 Can indicate current position, direction and intended routes on map

**FROM THE GYM TO THE LIBRARY (Print) and  
TO THE LETTERBOX WALLS (Print) use same rubric as for map 1 Print****NUMBERING SYSTEMS – INDOOR (all students)**

- 1 With adult, locate room numbers / names in SASVI (matching signs exercises)
- 2 Add numbers to print map / check Braille numbers
- 3 Note alternatives – 'a,b'; no number; symbols etc.– add to map / check
- 4 Locate specific numbers on a given route

**'8 LITTLE SASVI DUCKS' (all students)**

- 1 Participates in story and actions
- 2 Can relate spoken directions with practise compass etc.
- 3 Demonstrates understanding with few prompts or corrections
- 4 Can independently use practise compass and move to/from cardinal points

**'COLLECT THE MAIL' (all students)**

- 1 Participates in collecting the mail
- 2 Completes task with few prompts or reminders
- 3 Can complete whole task unassisted (including interactions with office staff)
- 4 Can 'Say the route' using map

NOTE Magnet board maps activities are "mapping play" and formative.

## **MAPPING AND COMPASS – INTERMEDIATE – RUBRIC LEVELS**

### TACTUAL MAPS – CARPARK and TO PARKHOLME LIBRARY

- 1 When prompted, can identify features and textures
- 2 Can relate symbols on map to real locations
- 3 Can relate routes taken to map (Say the Route)
- 4 Can indicate current position, direction and intended routes on map

### PRINT MAPS - CAMPUS MAP and LOCAL AREA MAP

- 1 Constructing map, with assistance
- 2 Can relate routes taken to map (say the route)
- 3 Completed key, and can interpret to/from map
- 4 Can indicate current position, direction and intended routes on map

### STREET DIRECTORY (Print)

- 1 With assistance, locate home street in directory
- 2 Read and discuss the page “How to use this directory” – practise
- 3 Find a specific map and street, and state the coordinates
- 4 Plan a route to/from locations on different pages

### COMPASS / TALKING COMPASS / BRAILLE COMPASS (All students)

- 1 Correctly hold and use for accurate reading; can state causes of errors
- 2 Walk to/from landmarks and state direction of movement, using compass
- 3 Use paths and buildings to move N,S,E,W and state direction
- 4 Identify landmarks and routes using NE,NW,SE,SW

### NUMBERING SYSTEM – OUTDOOR (all students, some may be guided)

- 1 With adult, count house numbers – odds & evens
- 2 Add selected house numbers to Local Area Map
- 3 Can explain exceptions, such as at corners, flats & units (a,b,c)
- 4 Find specific number houses on a given route (visually or tactually)

### DIRECTION, DISTANCE, TIME (all students)

- 1 Can explain ‘measures’ for direction, distance and time relating to O&M
- 2 Can use estimates for direction, distance, time on simple routes around school
- 3 Compare direction, distance, time for walking and cycling in local area
- 4 Can describe a 3 or 4 stage route to walk in direction, distance, time

### GRID REFERENCES

- 1 Can read print or Braille labels (ABC, 123) on grid overlay
- 2 Prompted to read coordinates for landmarks
- 3 Can locate landmark when given coordinates
- 4 Can move finger or object on a route and name coordinates

### ‘SQUID’ ACTIVITIES (Tactual)

- 1 Participates in activities, with assistance
- 2 Some prompts needed for tasks
- 3 Recognises work done previously and can explain
- 4 Has completed all activities at this level and can generalise concepts

## **MAPPING AND COMPASS – ADVANCED – RUBRIC LEVELS**

### **TACTUAL MAP – TO BUS STOP**

- 1 When prompted, can identify features and textures
- 2 Can relate symbols on map to real locations
- 3 Can relate routes taken to map (Say the Route)
- 4 Can indicate current position, direction and intended routes on map

### **MAP OF OTHER SCHOOLS / CAMP (Print or Tactual)**

- 1 Locate 'Main Reference Point' and orient map correctly
- 2 Relate major landmarks to map
- 3 'Say the route' to/from major landmarks
- 4 On site, can indicate current position, direction and intended routes on map

### **SCALE AND STANDARDS (Print or Tactual)**

- 1 Identify scale and symbols from given maps and keys (eg The Show, Botanic gdns.)
- 2 Use scale in estimates of direction, distance, time on given maps
- 3 Compare, contrast and explain different scale maps
- 4 Draw a simple map using scale and Australian National Symbols (Print or Raised Line Drawing Kit)

### **BUS ROUTE TO MARION SHOPPING CENTRE (Print)**

- 1 Constructing map, with assistance
- 2 Completed key, and can interpret to/from map
- 3 Can relate routes taken to map (say the route)
- 4 Can indicate current position, direction and intended routes on map (while on bus)

### **ADELAIDE CBD (Print or Tactual)**

- 1 Identify four terraces and orient map
- 2 Locate squares, Rundle mall and train station using grid coordinates
- 3 Can relate routes taken to the map – 'Say the route'
- 4 Can indicate current position, direction and intended/alternate routes on map

### **AUDIO MAPS / WRITTEN OR BRAILLE DIRECTIONS**

- 1 Manage audio equipment / read written or Braille directions
- 2 Paraphrase or explain route in own words
- 3 Walk route using map/directions, with some prompts or assistance
- 4 Complete route, using map/directions unassisted

### **NOTE:**

Bus and train maps are used during O&M lessons and as part of the rubrics above.

**CANE AND MOBILITY SKILLS – BEGINNER – RUBRIC LEVELS****SIGHTED GUIDE**

- 1 Accepts being guided and maintains contact with O&M teacher
- 2 Follows half pace behind and stops/starts smoothly with O&M teacher
- 3 Can be guided left/right hand; through narrow spaces; while carrying objects
- 4 Initiates and maintains correct grip and position with unfamiliar guide (and can explain why)

**TRAILING**

- 1 Maintains contact with wall or rail
- 2 With prompts, uses correct arm and hand position
- 3 Can trail while using cane or body protection with other hand
- 4 Initiates and maintains correct technique spontaneously (and can explain why)

**‘BUMPERS’ (Body protection)**

- 1 Can demonstrate correct arm and hand positions when physically assisted
- 2 Can demonstrate correct arm and hand positions when prompted
- 3 Can use ‘One arm bumper’ while trailing or using cane with other hand
- 4 Can use ‘Head high bumper’ for overhangs and ‘Low bumper’ for tables (and can explain why)

**STEPS AND STAIRS**

- 1 Negotiates steps and stairs with adult guide
- 2 Uses hand rail when accompanied
- 3 Can use alternate feet, with smooth gait, unassisted
- 4 Independently uses stairs among other pedestrians (and can explain personal safety considerations)

**LONG CANE**

- 1 Cane exploration/familiarisation in room
- 2 Can maintain correct grip in Diagonal position
- 3 Can fold, unfold, store and use safely; and carry correctly while being guided
- 4 Independently use Constant Contact technique in school environment (and can explain personal safety considerations)

## **CANE AND MOBILITY SKILLS – INTERMEDIATE – RUBRIC LEVELS**

### ID CANE

- 1 Can demonstrate correct grip and position
- 2 Can fold, unfold and store safely
- 3 Can negotiate doors & gates; kerbs; and demonstrate ‘clearing’
- 4 Independently maintains safe & efficient use around school and local area (and can explain personal safety considerations)

### LONG CANE

- 1 Can ‘Shoreline’ path/grass edge
- 2 Can demonstrate ‘Touch and slide’ on request
- 3 Can demonstrate correct techniques up and down stairs
- 4 Can maintain ‘Touch technique’ on smooth, open paths eg. block travel (and can explain advantages and limitations of technique)

### DROPPED OBJECTS (eg bunch of keys)

- 1 Can locate object dropped (by adult), close in front, in quiet room
- 2 Can safely locate object dropped (by adult), under chair / table
- 3 Can locate objects dropped behind and /or more than 2 metres away
- 4 Can locate objects dropped while walking along footpath

### SEARCH PATTERNS (perimeter & grid line methods)

- 1 Prompted and assisted to ‘search’ a well known room
- 2 Can demonstrate search patterns when requested, with some prompts
- 3 Can use search pattern safely and efficiently in unfamiliar room
- 4 Can recall details of room search and discuss considerations / preferences

### NOTE:

Various cane tips will be tried by student at this level.

## **CANE AND MOBILITY SKILLS – ADVANCED – RUBRIC LEVELS**

### ID CANE

- 1 Safely use ID cane to hail, board and exit bus
- 2 Use ID cane on escalators and in lifts
- 3 Safely manage ID cane plus telescope / money / package
- 4 Safely and efficiently negotiate busy pedestrian / shopping area (and can explain personal safety considerations)

### LONG CANE

- 1 Recognise when cane needs repair and/or new tip
- 2 Learn, demonstrate and explain advanced cane techniques
- 3 Maintain safe and efficient cane use on public transport
- 4 Spontaneously choose correct technique for environment (and can explain reasons)

**BICYCLE etc: BEGINNER**

Why are scooters and bikes part of O&M at SASVI?

Adults with Vision Impairment can use bicycles for transport, recreation, exercise and competition (to Olympic level).

Starting young students on scooters allows quicker achievement of independence on the school bike track, while developing skills that will transfer to bike riding eg. balance; use of vision while moving; allowing for other moving people and machines(developing an understanding of speed, direction, distance and time); safely starting, stopping, passing and giving way. Wearing a helmet becomes the accepted norm and the fun involved can help build rapport with the O&M teacher and trust for the future (including challenging activities such as road crossings).

**RUBRIC LEVELS****HELMET**

- 1 Needs adult assistance to put on helmet & do up
- 2 Puts on own helmet, usually correct way; asks to have helmet done up
- 3 Puts helmet on correctly, tries to do up
- 4 Helmet on and done up, under chin, independently (can explain why to wear helmet)

**SCOOTER – small 3 wheel**

- 1 Adult hand on handle bar, student balancing
- 2 Some adult assistance, some scooting by student
- 3 Student moving independently, prompts needed
- 4 Student independent around bike track, including passing others & giving way (and can discuss understanding of ‘group’ movement & safety)

SCOOTER (small 2 wheel) - 1,2,3,4 as above

**TRICYCLE**

- 1 Adult hand on handle bar or controlling via the handle at back
- 2 Some adult assistance, getting on/off, managing grass edges, avoiding others
- 3 Student moving independently, braking reliably & avoiding others when cued
- 4 Student riding independently around bike track, including passing others & giving way

**TAGALONG**

- 1 New to riding Tagalong; anxious, little pedalling
- 2 Confident getting on/off, some pedalling
- 3 Confident cornering and when on grass / gravel
- 4 Keen to ride, obvious pedalling input and involvement in activity

**BIKE WITH TRAINER WHEELS**

- 1 Adult hand on handle bar, student balancing, some anxiety
- 2 Some adult assistance, student pedalling
- 3 Student pedalling, steering, stopping & starting
- 4 Student independent around bike track, including passing others & giving way

**BICYCLE etc: INTERMEDIATE – RUBRIC LEVELS****SCOOTER –large 2 wheel**

- 1 Adult hand on handle bar, student balancing
- 2 Some adult assistance, some scooting by student
- 3 Student moving independently, prompts needed
- 4 Student independent around bike track, including passing others & giving way

**SCOOTER – large 3 wheel**

- 1,2,3,4 as above

**TANDEM**

- 1 New to riding Tandem; anxious, little pedalling
- 2 Confident getting on/off, some pedalling
- 3 Confident cornering and when on grass / gravel
- 4 Keen to ride, obvious pedalling input. Monitors own shoelaces and clothing for safety.

**BMX BIKE**

- 1 Adult supporting with handle, student balancing, some anxiety
- 2 Some adult assistance, student pedalling
- 3 Student pedalling, steering, stopping & starting, passing & give way
- 4 Complete 'Bike Ed.' Module 3

**BIKE ED. EXERCISES 'A' 'B' 'C'**

- 1 Student unfamiliar with terms and assistance needed with tasks
- 2 Some explanation required, not confident with terms and tasks
- 3 Student understands terms and task, some errors or gaps in knowledge
- 4 Student confident with terms and able to repeat tasks independently

**BICYCLE etc: ADVANCED – RUBRIC LEVELS****BIKE WITH GEARS**

Note: gear use is introduced with bike supported on an Indoor Trainer (see Teaching Technique)

- 1 Can locate gear levers/changer and understands movements
- 2 Can change up & down, in a smooth, controlled manner; when prompted
- 3 Able to change down / up when negotiating grassy hills
- 4 Can select correct gear smoothly - on, around and across school bike track etc.

**ON TANDEM ON ROADS (follows Intermediate tandem)**

- 1 Safe start, finish and walk tandem across road, with teacher
- 2 Safe and efficient riding behind teacher
- 3 Able to give hand signals when prompted
- 4 Remains orientated throughout ride and can give directions

**LOCAL BIKE PATHS**

- 1 Rides safely, efficiently and confidently following teacher
- 2 Negotiates challenges such as bridge crossings, overhangs, uneven surfaces, pedestrians, dogs, other cyclists
- 3 Can safely walk bike across road crossings (accompanied)
- 4 Can safely lead teacher / group on bike path

**ON ROADS ON BIKE (see Bike Ed program for details)**

- 1 Safe start and finish, and straight riding on road
- 2 Safe left turns at intersections and riding through school crossing
- 3 Safe right turns and riding straight through intersections
- 4 Complete all of Bike Ed module 6 “Riding on the Road”

**BIKE ED. EXERCISES – BICYCLE MAINTENANCE MODULE**

- 1 Student unfamiliar with terms and assistance needed with tasks
- 2 Some explanation required, not confident with terms and tasks
- 3 Student understands terms and tasks, some errors or gaps in knowledge
- 4 Student confident with terms and able to repeat tasks independently

**ROAD SAFETY**

Selected activities (relevant for students with VI) from each level of the **Transport SA Road Ready** program will be completed and as a summary, a level will be assigned in the form of a rubric of 1,2,3,4 where -

- 1 represents that a student “Does not know what they don’t know”; is unaware; needs guidance and/or explanation of a topic or task.
- 2 represents some awareness and can complete a task or demonstrate a skill when cued or prompted or done in parallel with another student or teacher.
- 3 represents awareness of details and the ability to complete a task when accompanied, perhaps just requiring confirmation from the teacher (can answer questions on topic)
- 4 represents skills that are automatic and tasks that can be completed unassisted and consistently (underlying message – ‘how & why’ – can be explained in own words)

**BEGINNER**

“*Pedestrian Safety*” activities are discussed (and students who use print might fill in exercise pages)

**CROSSING SASVI DRIVEWAY**

- 1 Needs adult direction and control to cross (holds adults hand)
- 2 Aware of traffic, follows adult prompts to cross
- 3 Can indicate direction of traffic – needs adult confirmation to cross
- 4 Confidently and correctly indicates when it is ‘safe to cross’ (accompanied)

**INTERMEDIATE** (see Sensory Development – Vision)

“*Pedestrian Safety*” and “*Crossing Procedure*” exercises as above

**USING SCHOOL CROSSING – LOCAL STREET**

- 1 Needs adult direction and control to cross
- 2 Aware of traffic, follows adult prompts to cross
- 3 Can indicate direction of traffic – needs adult confirmation to cross
- 4 Confidently and correctly indicates when it is ‘safe to cross’ (observed)

**ADVANCED**

“*Pedestrian Safety*” exercises as above

**CROSSING QUIET LOCAL STREETS**

- 1 Needs adult direction and control to cross
- 2 Aware of traffic, follows adult prompts to cross
- 3 Can indicate direction of traffic – needs adult confirmation to cross
- 4 Confidently and correctly indicates when it is ‘safe to cross’ (observed)

**USING PEDESTRIAN ACTIVATED CROSSING**

- 1 Needs adult direction and control to cross
- 2 Aware of traffic, follows adult prompts to cross
- 3 Can indicate direction of traffic – needs adult confirmation to cross
- 4 Confidently and correctly indicates when it is ‘safe to cross’ (observed)

**NOTE To align activities with SACSA, refer to Transport SA Road Ready SACSA Supplement.**

## **PUBLIC TRANSPORT – BEGINNER & INTERMEDIATE**

Selected activities from the **Transport SA Road Ready ‘PASSENGER SAFETY’** program, plus activities **relevant to students at SASVI**, will be completed in conjunction with **PEDESTRIAN SAFETY**.

1 represents that a student “Does not know what they don’t know”; is unaware; needs guidance and/or explanation of a topic or task.

2 represents some awareness and can complete a task or demonstrate a skill when cued or prompted or done in parallel with another student or teacher.

3 represents awareness of details and the ability to complete a task when accompanied, perhaps just requiring confirmation from the teacher (can answer questions on topic)

4 represents skills that are automatic and tasks that can be completed unassisted and consistently (underlying message – ‘how & why’ – can be explained in own words)

### **BEGINNER**

SASVI SCHOOL BUS (1,2,3,4 above)

(A) Safe and efficient boarding, seating self and exiting during class excursions

(B) Exploration & discussion re bus features and ‘safe behaviour’ in Mobility lesson

PUBLIC TRANSPORT – **experiences** at this level – adult controlled

### **INTERMEDIATE**

BUS STOPS & PROCEDURE includes considering the weather; locating bus shelter and pole; standing to be seen; cane use; hear or see and hail bus; being ready with ticket or pass; talking to driver (maybe use reminder slip); considering other passengers; getting on bus, locating a seat, using bell button &/or conversing with driver; exiting safely and efficiently (1,2,3,4 above)

LANDMARKS FROM VEHICLES includes using vision &/or telescope; hearing; prior knowledge (route plan, names of train stops etc); proprioception (up, down, roundabouts, squares, spoon drains, speed humps etc.) (1,2,3,4 above)

PRINT TIMETABLES includes use of sections of timetables & maps, enlarged &/or with magnifiers; to whole timetables a supplied by Adelaidemetro (1,2,3,4 above). Using CCTV to check multi-trip tickets &/or travel pass requirements.

ACCOMPANIED TRAVEL TO MARION SHOPS includes bus travel experiences on the one route from school to Marion shopping centre and return. (1,2,3,4 above).

## **PUBLIC TRANSPORT - ADVANCED**

Selected activities from the **Transport SA Road Ready 'PASSENGER SAFETY'** program, plus activities **relevant to students at SASVI**, will be completed in conjunction with **PEDESTRIAN SAFETY**.

1 represents that a student “Does not know what they don’t know”; is unaware; needs guidance and/or explanation of a topic or task.

2 represents some awareness and can complete a task or demonstrate a skill when cued or prompted or done in parallel with another student or teacher.

3 represents awareness of details and the ability to complete a task when accompanied, perhaps just requiring confirmation from the teacher (can answer questions on topic)

4 represents skills that are automatic and tasks that can be completed unassisted and consistently (underlying message – ‘how & why’ – can be explained in own words)

## **ADVANCED**

TRAIN TRAVEL includes

‘SAFE TRACK’ Rail Education Program activities.

Train travel awareness and techniques, such as orientation and safety on and around suburban stations and Adelaide station; coping with underpasses; level crossings – pedestrian ‘maze’ & traffic crossings; boarding & exiting; moving around and seating on the train.

INTERCHANGES includes demonstrating understanding of layouts and operation of interchanges; bus-bus & bus-train & train-train. Negotiating interchanges with class group &/or individual O&M lessons.

Using “MetroGuide” to plan a change of transport.

TRAM TRAVEL includes class excursions (experiential) with some decision making as ‘leader’ for a time (knowledge), and individual O&M lessons if relevant.

SEMI-SOLO ON BUS includes all timetable research and calculations, use of street directory / other maps; ‘gear list’ (see Communication); timing, planning & decision making; contingencies eg bad weather, missed bus.

PASSES AND SUBSIDIES includes researching Travel pass, Companion card and Taxi vouchers; then obtaining if relevant. Able to explain conditions of use and when & how to renew.

**ASSISTIVE DEVICES****BEGINNER****CCTV**

- 1 Familiarisation with CCTV in O&M office
- 2 Uses CCTV cooperatively with teacher for text &/or pictures (eg. own name)
- 3 Uses CCTV with some assistance, to follow path or route on a map
- 4 Uses CCTV independently to scan a map & follow instructions / answer questions

**MAGNIFIERS**

- 1 Familiarisation with Magnifiers in O&M office
- 2 Uses Magnifiers cooperatively with teacher for text &/or pictures
- 3 Uses Magnifiers with some assistance, to follow path or route on a map
- 4 Uses Magnifiers independently to scan a map & follow instructions / answer questions

**MONOCULAR / BINOCULARS**

- 1 Familiarisation with Monocular/ B in O&M office
- 2 With assistance, can focus Monocular/B from 40cm to infinity to read letter / numbers
- 3 Can demonstrate Tracing, Tracking, and safe carrying and use of Monocular/B
- 4 Can focus Monocular/B independently in a variety of situations – in and outdoors

**MINIGUIDE (see Miniguide Training Module – Guide Dogs NSW / ACT)**

- 1 Familiarisation with Miniguide in & around O&M office
- 2 Use Miniguide accompanied around school area
- 3 Use Miniguide to locate people standing in open space
- 4 Demonstrate correct grip and movement of Miniguide independently

**ASSISTIVE DEVICES****INTERMEDIATE****MONOCULAR / BINOCULARS continued**

- 1 Use Monocular/B safely and efficiently to observe traffic
- 2 Use Monocular/B at bus stop to see approaching bus
- 3 Use Monocular/B while on bus to locate landmarks
- 4 Use Monocular/B safely and efficiently in shopping centre & locate shop signs etc

**WALKIE TALKIE**

- 1 Familiarisation with Walkie Talkie in O&M office
- 2 Use correct protocol to receive and send messages in and around school
- 3 Use to send directions relevant from receiver's point of view
- 4 Carry and use effectively during out-of-school lesson

**WATCH / TALKING WATCH**

- 1 Demonstrate familiarity with (own) watch
- 2 Re-set watch as for Daylight saving
- 3 Time a walk around the school area
- 4 Demonstrate the ability to use watch for public transport travel

**PHONE**

- 1 Familiarisation with phone in O&M office
- 2 Receive and make calls to/from staff in other school rooms
- 3 Demonstrate the ability to use the phone to request assistance or to be collected by a known adult
- 4 Demonstrate the ability to make emergency calls in role-play situation

**MINIGUIDE (see Miniguide Training Module – Guide Dogs NSW / ACT)**

- 1 (Re)Familiarisation with Miniguide in & around O&M office
- 2 Use Miniguide and cane for travel within school area
- 3 Use Miniguide and cane for travel along footpaths
- 4 Use Miniguide in unfamiliar places eg other schools, local library

**TREKKER BREEZE**

- 1,2,3,4 - details yet to be written

**ASSISTIVE DEVICES****ADVANCED**

## PHONE continued

- 1 Role-play making phone calls re public transport, taxi etc
- 2 Demonstrate the ability to use a public phone eg. in a shopping centre
- 3 Call for public transport timetable information
- 4 Call to book a taxi, unassisted

## MOBILE PHONE

- 1 Familiarisation with own / school mobile phone
- 2 Receive calls from O&M teacher & demonstrate the ability to return calls
- 3 Demonstrate the ability to inform an adult re progress on public transport travel
- 4 Demonstrate the ability to use mobile phone when 'lost' out of school grounds to request assistance

## MONOCULAR / BINOCULARS continued

- 1 Use Monocular/B at railway pedestrian crossing
- 2 Use Monocular/B to locate, then describe exits from Adelaide railway station
- 3 Use Monocular/B to check times and platform numbers on overhead electronic displays
- 4 Use Monocular/B to detect relevant landmarks in Adelaide CBD, and explain advantages & limitations in this location

## MINIGUIDE (see Miniguide Training Module – Guide Dogs NSW / ACT)

- 1 (Re)Familiarisation with Miniguide in & around O&M office
- 2 Use Miniguide and cane for local area near school
- 3 Use Miniguide and cane in shopping centre
- 4 Demonstrate ability to (re) program Miniguide

## IPOD / VOICE RECORDER (used as an 'Audio Map')

- 1 Familiarisation with device in O&M office
- 2 Use device to walk known route in / around school, in stages
- 3 Use device to re-orient self when 'dropped-off' part way along safe, easy route
- 4 Use message recorded by O&M teacher to walk unassisted on an unfamiliar area

## TREKKER BREEZE

- 1,2,3,4 - details yet to be written

**BEGINNER** STUDENT.....20 YEAR LEVEL..... ASSESSED.....

CONCEPT DEVELOPMENT	SENSORY DEVELOP.	COMM. & PERS. SK.	MAPPING & COMP.	CANE & MOBILITY	BICYCLE	ROAD SAFETY	PUBLIC TRANSPORT	ASSISTIVE DEVICES
Body Concepts A1 2 3 4	Vision 1 2 3 4	Ped. Safety Unit one 1 2 3 4	Indoor Numbering 1 2 3 4	Sighted G. 1 2 3 4	Helmet 1 2 3 4	SASVI drive 1 2 3 4	SASVI bus A 1 2 3 4	CCTV 1 2 3 4
B1 2 3 4	Auditory 1 2 3 4	Strategies 1 2 3 4	8 Little duck 1 2 3 4	Trailing 1 2 3 4	Scooter 3wh. 1 2 3 4		SASVI bus B 1 2 3 4	Magnifiers 1 2 3 4
C1 2 3 4	Prop. & Kin. 1 2 3 4	Receptive L 1 2 3 4	Collect mail 1 2 3 4	Bumpers 1 2 3 4	Scooter 2wh. 1 2 3 4			Monocular / binoculars 1 2 3 4
Spatial Concepts A1 2 3 4	Tactual 1 2 3 4	Expressive L 1 2 3 4	Courtyard (print) 1 2 3 4	Steps & st. 1 2 3 4	Tricycle 1 2 3 4			Miniguide 1 2 3 4
B 1 2 3 4	Olfactory 1 2 3 4	Personal Skills 1 2 3 4	L.box (print) 1 2 3 4	Long cane 1 2 3 4	Tagalong 1 2 3 4			
C 1 2 3 4			G to L (pr) 1 2 3 4		Bike tr. wh. 1 2 3 4			
Environmental Concepts A1 2 3 4			Courtyard – tactual (a) 1 2 3 4					
B 1 2 3 4			Court. tact (b) 1 2 3 4					
			Front of Sch. tactual 1 2 3 4					

**INTERMEDIATE** STUDENT.....20 YEAR LEVEL..... ASSESSED.....

CONCEPT DEVELOPMENT	SENSORY DEVELOP.	COMM. & PERS. SK.	MAPPING & COMP.	CANE & MOBILITY	BICYCLE	ROAD SAFETY	PUBLIC TRANSPORT	ASSISTIVE DEVICES
Spatial Concepts A1 2 3 4	Vision 1 2 3 4	Strategies 1 2 3 4	Campus map (print) 1 2 3 4	ID cane 1 2 3 4	Tandem 1 2 3 4	Ped. Safety etc. 1 2 3 4	Bus stops etc 1 2 3 4	Monocular / binoculars 1 2 3 4
B 1 2 3 4	Auditory 1 2 3 4	Personal Skills 1 2 3 4	Local area map (print) 1 2 3 4	Long cane 1 2 3 4	Scooter large 2wh. 1 2 3 4	School crossing 1 2 3 4	Landmarks 1 2 3 4	Walkie Talkie 1 2 3 4
C 1 2 3 4	Prop. & Kin. 1 2 3 4		Street directory (p) 1 2 3 4	Dropped objects 1 2 3 4	Scooter large 3wh. 1 2 3 4		Timetables 1 2 3 4	Watch 1 2 3 4
D 1 2 3 4	Tactual 1 2 3 4		Compass 1 2 3 4	Search patt. 1 2 3 4	BMX bike 1 2 3 4		To Marion SC 1 2 3 4	Phone 1 2 3 4
Environmental Concepts A1 2 3 4			Numbering outdoor 1 2 3 4		Bike Ed. exs. A 1 2 3 4			Trekker Breeze 1 2 3 4
B 1 2 3 4			Direction,D,T 1 2 3 4		Bike Ed. B 1 2 3 4			Miniguide 1 2 3 4
			Grid Refces. 1 2 3 4		Bike Ed. C 1 2 3 4			
			Car park (tactual map) 1 2 3 4					
			PH library (t) 1 2 3 4					
			Squid exs. (t) 1 2 3 4					

**ADVANCED** STUDENT.....20 YEAR LEVEL..... ASSESSED.....

CONCEPT DEVELOP.	SENSORY DEVELOP.	COMM. & PERS. SK.	MAPPING & COMP.	CANE & MOBILITY	BICYCLE	ROAD SAFETY	PUBLIC TRANSPORT	ASSISTIVE DEVICES
Spatial Concepts 1 2 3 4	Vision 1 2 3 4	Strategies 1 2 3 4	Other schools 1 2 3 4	ID cane 1 2 3 4	Tandem on roads 1 2 3 4	Ped. Safety 1 2 3 4	Train travel 1 2 3 4	Phone 1 2 3 4
Environmental Concepts A1 2 3 4	Auditory 1 2 3 4	Self advocacy 1 2 3 4	Scale & st. 1 2 3 4	Long cane 1 2 3 4	Bike with gears 1 2 3 4	Crossing local streets 1 2 3 4	Interchanges 1 2 3 4	Mobile ph. 1 2 3 4
B 1 2 3 4		Personal org. 1 2 3 4	To bus stop (tactual) 1 2 3 4		Bike paths 1 2 3 4	Ped. Activ. Crossing 1 2 3 4	Tram travel 1 2 3 4	Monocular / binoculars 1 2 3 4
C 1 2 3 4		Post School 1 2 3 4	Bus to MSC (print) 1 2 3 4		Bike on roads 1 2 3 4		Semi solo bus 1 2 3 4	Miniguide 1 2 3 4
			AdelaideCBD print / tactual 1 2 3 4		Bike Ed. maintenance 1 2 3 4		Passes etc. 1 2 3 4	Ipod / Voice recorder 1 2 3 4
			Audio maps etc 1 2 3 4					Trekker breeze 1 2 3 4

## **REFERENCES and RESOURCES**

‘Framework for Independent Travel – A Resource for O&M Instruction’  
Ministry of Education, British Columbia, Canada

‘The 6 Step Method of Teaching Orientation and Mobility’  
Grant Brannock & Leo Golding.

‘TAPS – Teaching Age Appropriate Purposeful Skills – An Orientation and Mobility Curriculum for Students with visual Impairments’ Texas School for the Blind and Visually Impaired. 2<sup>nd</sup> edition.

‘Orientation and Mobility Framework’. Lil Deverell.  
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‘Body Image of Blind Children’ a checklist by Cratty

‘Bike Ed.’ Federal Office of Road Safety

‘Road Ready’ Transport South Australia June 1998 and  
‘Road Ready – SACSA Supplement’ Transport South Australia, June 2003.

‘Safe Track Rail Education Program – Teacher Resource’  
Rail Education Unit – TransAdelaide 1998

‘Miniguide Training Module’ Guide Dogs Association NSW / ACT

South Australian Department of Education and Children’s Services  
‘Learning, Teaching and Assessment Guide’ (for further details regarding rubrics).

“Colour Cards – Listening Skills – Outdoor Sounds” UK.  
(sounds on tapes, with matching picture cards)

SQUID – “Squid Tactile Activities Magazine” Issues 1&2 American Printing House  
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“Journal Of Vision Impairment and Blindness” Jan 2004 p47-51 - re problem solving.

“A National Specification for Tactual and Low Vision Town Maps”. The National  
Mapping Council of Australia 1985.  
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Energy. Commonwealth of Australia 1986

“Pictures and Patterns” - Advanced, Intermediate & Beginner - Marianne FROSTIG

“Independent Travel and Mobility in Blind Children. A Promotion Model.” Joseph  
Cutter: 2007 Information Age Publishing. Available from American Printing House  
for the Blind

**DETAILS OF SASVI O&M ACTIVITIES** are in separate documents –

These documents support / explain in more detail, parts of the Orientation and Mobility Curriculum at the South Australian School for Vision Impaired.

**Teaching Techniques** (for Concept & Sensory development, Communication; Road safety; Public transport; Assistive Devices)

**Mapping** – which is divided into 3 sections –

**A** for all students;

**B** for students using tactual maps

**C** for students using print maps.

**Canes & Mobility Skills**

**Bicycles etc.**

Extra to the O&M curriculum are: -

**Mobility/PE activities**

**From Rolling to Running** – a mobility program for pre-school children

**Spatial Awareness Checklist** – assessment pages from 3 months to 6 years

**Braille Deciphering pages** – ‘cheat sheets’ for sight-reading Braille